

# To the Teacher

## Welcome to Impact Listening 3!

The *Impact Listening* series is designed to help your students become better listeners and more proficient at English. *Impact Listening 3* is intended to make teaching listening strategies stimulating and engaging, and to make learning fun and effective.

The *Impact Listening* series is based on four main principles:

### 1. Rich Input

Learners need rich input in order to develop their language ability. Particularly at the intermediate level, input is contextualized, authentic, and stimulating for the learners. Input that is slightly above the learners' proficiency level provides a challenge to motivate them. *Impact Listening 3* features extracts drawn from or based on authentic conversations, in a variety of common social, academic, and business contexts. The audio recordings for the series employ a wide variety of speakers to provide an abundance of interesting speech.

### 2. Clear Tasks

In order to develop their attention span and increase their aural memory capacity, learners need guidance in what to listen for. Clear tasks in *Impact Listening 3* guide the student in what to focus on and on what to remember. Task cycles allow students to listen to the same extract more than once, in order to practice controlling their attention and expanding their ability to process more complex speech. Each section in *Impact Listening* provides a transparent, structured task that is easy to use in the classroom.

### 3. Listening Strategies

In order to become more confident and relaxed, learners need to learn how to listen. By using successful listening strategies, learners will become more fluent and confident. By teaching listening strategies, teachers encourage their students to learn more efficiently. The following four fundamental strategies are consistently incorporated in the *Impact Listening 3* activities: preparing, inferring, clarifying, and responding.

### 4. Self Expression

A central purpose of listening is application, especially at the intermediate level. Students need encouragement in using the ideas in the extract and formulating a personal response. By incorporating self-expression steps with listening activities, students increase their overall oral language ability. *Impact Listening 3* features a variety of focused, personalized speaking activities, as well as an extended opportunities for conversation and discussion in the Interaction Link in each unit.

#### Course Components

- **Student Book**
- **Self-Study CD** (included with the **Student Book** with the **Warm Up** and **Real World Listening** extracts)
- **Classroom CD Pack** (two 65-minute CDs containing the full audio program)
- **Teacher's Manual** with **CD-ROM Test Pack**

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## Unit Structure

*Impact Listening 3* contains 15 four-page main units, plus 3 **Review Units**. The main unit design allows for clear implementation of the four principles outlined above. Each unit has four main sections: **Warm Up**, **Listening Task**, **Real World Listening**, and **Interaction Link**. For each unit, there is also a **Self-Study Page** in the back of the book. Each task can be done by students working independently, in pairs, small groups, or as a whole class, depending on the level and needs of the students.

## Warm Up

- This section introduces new words and phrases, and previews the unit topic. The contextualized vocabulary task lets students draw on their background knowledge to use what they know to help them understand new language. By including a speaking task, the **Warm Up** also gets the students involved at the outset of the lesson.
- As a pre-listening task, the students fill in the blanks with the appropriate words or phrases from the box. This requires them to pay attention to the vocabulary and grammar of each utterance. It is important to allow the students to ask questions about any words or phrases that they don't know. Filling in the blanks can be done individually or in small groups, and the discussion of vocabulary can be done in small groups or with the whole class.
- The listening part of this task requires the students to check whether they filled in the blanks correctly. This allows them to listen to the vocabulary in a natural spoken context. The students check their answers individually while listening to the audio. They can then ask questions about any words or phrases that gave them trouble, either in a small groups or with the whole class.
- The speaking task allows students to discuss how the topic applies to their lives. To make this discussion easier, the **Student Book** includes a list of **Useful Expressions**. These expressions, together with the work the students have done in the **Warm Up** task, should help the students to feel familiar with some of the vocabulary and different points of view they may need to express their own ideas clearly. This can be done in pairs or small groups.

## Listening Task

- The **Listening Task** is a set of two linked tasks based on three or four extracts. This section employs illustrations or photographs to help students predict the content prior to listening. Predicting the content helps the students become active listeners. It helps them think about what they might hear, who the speakers are, what their relationships are, and what might happen. Students who make predictions are more likely to listen closely, and with a focused purpose—to see if their predictions were correct. For this reason, it is important to allow ample time for the preparation step.

- The **First Listening** focuses on understanding the gist of the input, while the **Second Listening** focuses on detail and interpretation. For each task, the students are required to listen to the extracts and select ideas or write specific short phrases they hear. This helps the students learn how to focus their listening on both general and specific information. After taking notes individually while listening, students can work in pairs or small groups to compare their answers and clarify information they need to know. The teacher can monitor the small group discussions to determine what important information the students are not getting.
- The speaking task lets students explore the ideas and scenarios they encountered in the conversations or monologues they just heard. Students are asked to respond to the **Listening Task** in a variety of ways, including responding to specific questions, open discussion, and role-play.

## Real World Listening

- Based on natural, extended conversations, monologues, and stories, this section develops active listening strategies. The **Real World Listening** activity has 3 steps: **Prepare**, **Get the Main Ideas**, and **Respond to the Ideas**.
- 1. In **Prepare**, the students are given interesting illustrations or photographs and several ideas that will help them predict what the speakers are going to talk about. Sometimes the clues are ambiguous, so that students will consider the range of topics and ideas that may come up in the extract. It is important to emphasize to students that it doesn't matter if they guess exactly what the speakers will say. The point is for them to make predictions and test their predictions while they listen for the first time.
- 2. For **Get the Main Ideas**, the students are encouraged to focus on the underlying ideas while they listen to the extract for a second time. They listen to the extract and select ideas or write specific short phrases, based not only on what they hear, but also on what they can infer. This step directs students' attention to specific connections between different parts of the extract to help them infer what the speakers' intentions are. This section includes a variety of tasks, including **fill in the chart**, **true or false**, **check the correct information**, and **fill in the blanks**.
- 3. In **Respond to the Ideas**, the students discuss two questions that extend the topic of the **Real World Listening** extract. The first question focuses on students' opinions related to the theme of the extract. In the second question, the students discuss the issues in relation to their own lives. This application is an important step for encouraging self-expression and more interactive listening. The students will realize that they need to think about the recorded extract in order to apply the ideas later. This discussion should generally begin in a small group, but as the teacher notices interesting points that are raised, these can become the focus of a whole-class discussion.

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## Interaction Link

- The **Interaction Link** is a lively speaking activity, role-play, or game directly related to the unit topics and functions. These activities offer students the opportunity to work in a group to express their opinions or make choices in an extended range of contexts or situations. The activities encourage the development of more complex interactions between the students based on the content of each unit. This will help develop the students' fluency and confidence in discussing a particular topic, especially as it relates to their own lives or interests. Both shorter and longer options for using the **Interaction Link** are offered in the **Teacher's Manual**, as well as additional extension activities.

## Self-Study Page

- The **Self-Study Page**, in the back of the book, provides an additional “close listening” task for the **Real World Listening** extract, to allow students to review and consolidate the vocabulary they have encountered. The **Real World Listening** extract is included on the **Self-Study CD** that is provided with the **Student Book**.
- The task is followed by a **Bonus Question**, which asks the students to continue or develop the extract through writing exercises. The **Self-Study Page** can be done in the classroom or assigned as homework.

## Self-Study CD

- The **Self-Study CD** is provided in the back of the student book. It contains 30 tracks, which comprise the **Warm Up** activities and the **Real World Listening** extracts for each of the 15 main units. The **Self-Study CD** can be used for home review in conjunction with the **Self-Study Pages** in the back of the book.

## Website

- Teachers and students are encouraged to use the Impact series website for additional ideas and listening resources: [www.impactseries.com/listening](http://www.impactseries.com/listening)

## Timing

Teaching each unit in *Impact Listening 1* requires approximately 90 minutes of instruction. A typical breakdown of class time is:

**Warm Up:** 15–20 minutes

**Listening Task:** 10–15 minutes

**Real World Listening:** 20–30 minutes

**Interaction Link:** 15–20 minutes

**Self-Study:** 10–15 minutes (checking student work)

**Total:** 70–100 minutes

(If additional options in the **Teacher's Manual** and the **Unit Tests** are utilized, each unit may require an additional hour of instruction.)

## Review Units

- After each set of 5 main units, there is a **Review Unit** in the **Student Book**. The **Review Units** encourage students to go back and review the vocabulary and themes of the units they have recently completed. The

**Review Units** also give students an opportunity to try standardized test items with the passages they have worked with in the course.

Each **Review Unit** has two parts.

- In **Part 1** students review selected vocabulary with a fill-in-the-blanks activity based on short contextualized sentences.
- In **Part 2** students listen to selected extracts from the previous units and answer multiple-choice questions about each extract.

## Classroom CD Pack

There are two CDs in the **Classroom CD Pack**:

**CD 1: Units 1–8, including Review Unit 1**

**CD 2: Units 9–15, including Review Units 2 and 3.**

- The number of times you present the recording for each task will depend on the level of your students and their familiarity with listening-based learning. In the earlier units, students may need to listen several times. As the students make progress, however, you can challenge them by presenting the recording only once while asking them to mark their answers. Ask the students to think about what they do understand and to use that knowledge to fill in the gaps. This procedure helps students develop self-confidence as they realize they do not need to understand every word in order to get the meaning of the conversation.

## Using the Classroom CD Pack

CD track numbers are listed in the **Student Book**, the **Teacher's Manual**, and on the **Classroom CD Pack** case. Each unit has 7–10 tracks.\* A typical unit has 8 tracks, as follows:

Track 1: **Warm Up**

Track 2: **Listening Task** instructions (**Preparation** step and the instructions for the **First Listening**)

Track 3: **Listening Task 1**

Track 4: **Listening Task 2**

Track 5: **Listening Task 3**

Track 6: **Listening Task 4**

Track 7: **Real World Listening** instructions (**Predict** step only)

Track 8: main **Real World Listening** extract

The CD player will automatically proceed to the next track unless the player is stopped, or the “next track” or “previous track” buttons are pressed. If you wish to replay a track, you need to re-cue the CD. Note also that the instructions for the **Listening Task's Second Listening** section and the **Real World Listening's Get the Main Ideas** section are not on the audio recording. (This was done to allow for continuous listening through the unit.) These instructions should be read aloud by the instructor.

\* Some units have only three **Listening Task** conversations. Other units have two or three tracks for different subparts of the **Real World Listening** section.

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## Additional Features of the Teacher's Manual

The *Impact Listening 3 Teacher's Manual* provides step-by-step procedures for presenting each unit. Answers to the activities along with the listening audio scripts are provided for each unit. In addition, practical teaching tips, stimulating extension activities, and informative language and culture notes can be found throughout the **Teacher's Manual**.

- The **Unit Overview** allows you to see the goals of the unit at a glance. This section identifies the focus of the **Warm Up**, the **Listening Task**, the **Real World Listening**, and **Interaction Link** sections.
- The purpose of the **Preview** activity is to introduce the unit topic. Students begin thinking about the topic and how it relates to their lives. This activity helps activate the language that students already know, as well as prompts them to consider what language they need to be able to express their own ideas. The **Teacher's Manual** also provides ideas for how to get students involved in a more extensive discussion. The Preview can progress from teacher-initiated to small group discussion, depending on how much time is available.
- The **Teaching Tips** provide practical suggestions on classroom management and pedagogy. Each tip provides guidance on how to work with a specific activity, but the tip is often applicable to other units as well. Both novice and experienced teachers receive guidance on fully utilizing the material and on modifying the presentation to meet the needs of different classes.
- The **Culture Notes** provide useful information when culturally sensitive topics are presented, or when specific points of pragmatic usage emerge.
- At the beginning of every **Real World Listening** section, the **Concept Check** has a set of questions that helps activate students' background knowledge about the topic. Additional questions encourage critical thinking about the unifying thread or underlying concepts of the unit.
- For teachers who wish to create additional discussion activities, three to four situations are provided at the end of the notes for each **Interaction Link**. The teacher may wish to use one of these situations as the basis for an extended discussion or role-play.

Here are four different types of speaking tasks for these extension activities:

1. **Debate:** Have students work in pairs or small groups to discuss the situation presented. Students can define a position and develop arguments for and against the position.
2. **Personal View:** Working in pairs or small groups, students can express their own views and find similarities and differences with their partners' views.
3. **Story:** Working in pairs or small groups, students can write a story or develop a role-play based on the situation.
4. **Real-Life Scenario:** Students find a real-life scenario that is similar to the situation described and explain it (or role-play it) to the class.

- At the end of each unit, there is a **Lexical Map**, which provides the key conversational vocabulary covered in the unit. The words in the **Lexical Map** are derived from corpora of the most frequent 2,000 words in spoken English. Two corpora were used for this analysis, the **ANC** (American National Corpus) and the **BNC** (British National Corpus).

## CD-ROM Test Pack (Unit Tests and Review Tests)

- In each **CD-ROM Test Pack**, there is a set of **Unit Tests**, one for each of the 15 main units in the course. The **Unit Tests** have two parts. **Part 1** is a vocabulary review of the core items of the unit, most of which are covered in the **Warm Up** section. **Part 2** is a 5-item comprehension test that is based on an extract similar to one of the **Listening Task** conversations or to the **Real World Listening** extract.
- The **Test Pack** also contains two review tests, one for **Units 1–8 (Test 1)**, and one for **Units 9–15 (Test 2)**. There are two forms of each test (**Tests 1A and 1B**, and **Test 2A and 2B**) so you can alternate forms in different classes, or use a different form for a make-up test. In **Part 1** of each test, extracts from the **Listening Task** sections are used as the basis for the test items. The students listen to the extracts and then answer two multiple-choice questions about the extract. **Part 2** of each test focuses on close listening, involving dictation items based on the **Real World Listening** sections.

To access the tests, place the CD-ROM into your computer's CD-ROM drive. Open the **Test Icon** and select the test you wish to administer.

For each test, there is:

- A **Test Paper** to duplicate for each student
- An **Answer Key**
- An **Audio Script**
- An **Audio File** in MP3 format

## Assessing Your Students' Progress

- The **Unit Tests** and **Review Tests** provided with *Impact Listening 3* can aid you in assessing your students' mastery of the listening material. Scores on these tests will provide you with an objective means of checking students' progress and ability in the course.
- In addition, practice dictation tests can be done periodically, using any of the *Impact Listening 3* extracts, to check students' progress and to give them additional practice in close listening. This type of informal assessment will help you identify your students' strengths and weaknesses, and give you a means of evaluating them.
- Another important aspect of testing and evaluation is allowing for student self-assessment. It is often difficult for students to notice development of their own listening skills and strategies, so some of them may feel that they have not improved at all. If tests are used in a positive and constructive way (providing students with feedback about where they have improved, and where they may want to focus their attention), it can boost their confidence and motivation.

# UNIT 1: Relationships

**Main Activities:** pages 8–10

**Interaction Link:** page 11

**Self Study:** page 80

**Warm Up:** CD 1, Track 2

**Listening Task:** CD 1, Tracks 3–7

**Real World Listening:** CD 1, Tracks 8–9

## Unit Overview

In this unit students listen to extracts about meeting old friends and making life choices. Students have an opportunity to talk about their futures and about past choices.

## Warm Up Focus

Students will review and expand their vocabulary related to meeting old friends and choices they have made in their lives. This vocabulary is useful for talking about: lifestyles, education, careers, dreams and realities, family, friends, being pleased with or having regrets about choices.

## Listening Task Focus

What has each person been doing with their life? How does the other person react?

## Concept Check

Friends and friendships: How do they change over time?

## Real World Listening Focus

Students will listen to a conversation in which two old friends meet.

## Interaction Link

Ten Years from Now

## WARM UP

### Preview

1. Put students into groups and ask them to describe one of their dreams or plans for the future. *T: Talk about one of your dreams or plans for the future.*
2. Introduce the unit and read the introduction aloud. *T: Today's unit is called "I didn't recognize you." Think about the things we have just talked about, and this title. What do you think this unit is about?*

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Read each paragraph and write one of the words or phrases on the blank lines. Do the first one together as a model.*
2. Allow the students a few minutes to finish. *T: Now listen to the sentences and check your answers.*
3. Play the audio (CD 1, track 2).
4. Elicit answers from students. *T: (name). Please read Joe's paragraph, including your answers.*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**to take over for** = to replace someone, usually in a job after that person retires

**to drift apart** = to separate and have different lives

**to be into** (something) = be very interested in something

**free spirit** = someone who doesn't follow the fashions or rules of others

**to end up doing** = to do, usually after thinking about doing something else

**apprentice** = someone who works for a master, in order to learn an art or job

**true calling** = the perfect job for you

### Useful Expressions

Review the list of Useful Expressions.

**I can't seem to place the name.** = I'm afraid I don't remember your name.

**I didn't recognize you!** = You look so different, I didn't realize it was you!

**Long time no see!** = It's been a long time since the last time we met.

**What have you been up to?** = What have you been doing recently/since the last time we met?

**Let's get together sometime and catch up!** = Let's plan to meet and talk about what we've been doing.

### Pairwork

Have students work in pairs. *T: Pretend you haven't seen your partner for five years. Talk about what you've been doing.*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. This is Joe: When I was in high school I was really **into** sports. In college I found out that my **true calling** is to be a science fiction writer! After high school, my girlfriend, Melissa, and I went to different colleges. After a while, we just **drifted apart**.
2. This is Lindsay: My junior year of college I lived in Europe as an **exchange student**. I **ended up** going back to New York for graduate school.
3. This is Chris: My dad owns a flower shop. He always

wanted me to **take over** for him when he retired, but flowers really aren't my thing. Right now I'm working as an **apprentice** to a famous chef. Someday I hope to have my own television cooking show.

4. This is Allison: As a teenager, I had my own unique style and way of thinking. I was a **free spirit**, while my boyfriend, Brad, was very conservative. Everyone was really surprised when Brad and I decided to get married. I guess they thought we'd eventually **break up**.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures of old friends who are meeting after a long time. What will they talk about?*

## First Listening

1. Explain the activity. *T: Listen and make a check in the boxes that you think are correct.*
2. Play the audio (CD 1, tracks 3–7).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*

### Answers

1. traveling in Europe, living in Boston.
2. apprenticing as a chef, learning how to run a restaurant
3. getting married
4. working as a lawyer

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**back East** = the eastern part of the country

**I went to State.** = I went to the main university in our state.

**cook up a storm** = cook really well

## Second Listening

1. Explain the activity. *T: Listen again. "How does the other person react?" Check the boxes with the correct answers.*
2. Play the audio (CD 1, tracks 3–7).
3. Put the students into pairs to compare their answers.

### Answers

1. He isn't surprised that Jake lived abroad.
2. She wants to eat at Terry's restaurant.
3. He doesn't remember much about high school.
4. She is surprised by Cindy's physical appearance.

## SCRIPT

1. **A:** Jake Sutton! Is that you, man?

**B:** Hey, Andrew! How are you?

**B:** Hey, Andrew! I didn't recognize you for a moment. Long time no see!

**A:** Yeah, wow, I haven't seen you since high school graduation! What've you been up to?

**B:** I've been back East, at college.

**A:** College? Where?

**B:** Boston. B.U.

**A:** Oh, cool.

**B:** And this past year, I got to go to Spain as an exchange student.

**A:** Spain? No kidding? I remember you always hoped for an international lifestyle.

**B:** Exactly.

**A:** So how was it, amigo?

**B:** Oh, man, it was so great. I got to see a lot of Europe.

**A:** Yeah? Like where?

**B:** All over. Italy, France, Greece, and my home-stay family was really nice. They've invited me back again if I want to go to graduate school there.

**A:** Sounds like we won't be seeing you for another few more years then, eh?

**B:** I dunno. Half of me wants to go. Half of me wants to stay here. You know, when I was there, I missed home a lot more than I thought I would.

**A:** I can imagine.

2. **A:** So, Terry, How have you been?

**B:** Good, good.

**A:** How are things going? Did you graduate this year?

**B:** Me? Nah! I went to State, but after my second year, I realized that what I really want to do is take over for my mom in the restaurant.

**A:** Oh, that's right. Your family owns a little restaurant. Well, I mean, it's not so little, but ...

**B:** So I came back home and started apprenticing as a chef.

**A:** Really? That is so cool! You know, now that I think about it, it makes perfect sense for you. Even back in high school, you could cook up a storm. So, how is it being in the business?

**B:** Well, I love to cook, but, man, I have a lot to learn about running a business. I'm really glad my mom's around to teach me.

**A:** Well, I'll have to come by to try your cooking. What nights do you work?

**B:** Take your pick. I'm there seven nights a week.

3. **A:** Ken? Ken Mackney, is that you?

**B:** Uh, yeah, I'm Ken Mackney.

**A:** It's me. Barry Simmons. You know, Mr. Jones' calculus class, senior year?

**B:** Um, so, how's it going? What are you up to these days?

**A:** I'm pretty busy. I'm working as an accountant in the city.

**B:** Oh, that's great! It sounds like you really put your math skills to good use.

**A:** Yeah. And I got married last fall. Hey, you might actually know my wife, Tina Chan, Jason Chan's little sister?

**B:** Tina. Is she the one who went to Harvard Medical School?

**A:** No, that was Lisa Fong. Tina went to art school.

**B:** Oh! Well, I guess you and Tina are a good match then. You were always into art, too, weren't you?

**A:** No, not really. That's my brother Tom you're thinking of. You don't remember very much from high school, do you?

**B:** No, I guess not! It's been a long time!

4. **A:** Hi, Kate. It's me, Cindy Lohan. You remember me, don't you?

**B:** Cindy, Cindy. I can't seem to place the name. Oh, my gosh, yes! I do remember you! But ...

**A:** But what?

**B:** Well, it's just that you don't look like the free-spirited Cindy I remember. You look so, so normal.

**A:** Normal? I guess you're referring to my hair?

**B:** Yeah. I mean, you're just a regular brunette now. When I knew you, you always had your hair dyed some interesting color. Blue one day, pink the next.

**A:** Well, I'm a lawyer now. Most judges have a thing against pink hair, so ...

**B:** I can see your sense of humor hasn't changed much!

# REAL WORLD LISTENING

## Concept Check

Friends and friendships: How do they change over time? Check student understanding with one or more of the following questions. *T: Think about some of your friends from high school, and what they were like at that time. What do you think they would be like now? What kind of job would they be doing? What would their personality be like? Would you be surprised if they were a lot different now? Would they be surprised to see you now and find out what you're like?*

## Prepare

1. Introduce the activity. *T: Look at the picture at the top of the page. Who are these people? What is their relationship?*
2. Play the audio (CD 1, track 8) to explain the directions. *T: Karen and Charisse haven't seen each other for many years. One sentence about each woman is NOT true. Which do you think it is?*
3. Elicit answers from a few students. *T: Which boxes did you check? Why?*
4. Play the audio (CD 1, track 9). *T: Listen and check your predictions.*
5. Check prediction results. *T: Who was correct?*

## Answers

Karen is an actress  
Charisse married her high-school boyfriend, Craig

## Culture Note

Women around the world are returning to the workplace after their children grow up. For many women, it has been years since they worked outside of their homes. Some prefer not to work full time. Some re-enter the workforce by working part-time. Others try job-sharing (when two people share the hours of one full-time job). Others telecommute (work from home with their phone and computer).

## Get the Main Ideas

1. Explain the directions. *T: For each woman, make one check for what she wanted to do and another check for what she ended up doing. Read all of the statements.*
2. Allow students some time to read.

3. Play the audio (CD 1, track 9).
4. Elicit answers from students. *T: (name) What did Karen want to do? What did she end up doing? What did Charisse want to do? What did she end up doing?*

## Answers

Karen wanted to be an actress. She ended up as a makeup artist.  
Charisse wanted to be a mother. She ended up becoming an executive.

## Respond to the Ideas

1. Put students into small groups and have them discuss the questions in the book. You should probably allow at least 10–15 minutes for this discussion. *T: Discuss each of the questions in your groups.*
2. Encourage students to raise and discuss their own questions in response to the Real World Listening passage.
3. Elicit answers from a few groups about Question 1. *T: Group 1, who do you think changed the most, Karen or Charisse?*
4. Elicit answers from a few groups about Question 2. *T: Group 3, what were some of the things you talked about? Were they happy with the way things turned out?*

## Extension

To explore the topic of changing plans, ask students to discuss one of the following situations.

**Situation 1:** A woman returns to the workforce after her youngest child enters first grade. She decides to work part-time (about 20 hours a week).

**Situation 2:** Two people share a job. They each work 20 hours a week and share a desk, responsibilities, title, etc.

**Situation 3:** A worker decides to telecommute (work from home using the phone and computer to communicate with people at work) instead of driving an hour to and from work each day.

**Situation 4:** A company hires only workers who can telecommute to keep costs down.

## SCRIPT

**Charisse:** Karen, I can't get over how gorgeous you look. I guess you must've become an actress, like you always wanted.

**Karen:** Thanks, but you're not going to believe this.

**Charisse:** What?

**Karen:** Well, I moved away to Hollywood and did the usual waitress thing for a while.

**Charisse:** Yeah?

**Karen:** Eventually, I got a small part in a horror movie, and that's when I discovered my true calling.

**Charisse:** What's that? Playing zombies?

**Karen:** Nope. I've become a movie makeup artist!

**Charisse:** No way! That's so amazing! But what made you give up acting?

**Karen:** I guess I just prefer working behind the scenes. But enough about me. How are you and Craig?

**Charisse:** Craig? Oh, him. You know, we broke up about a year after you left town.

**Karen:** Oh, I'm sorry. It just seemed like you two were so eager to get mar-

ried and start a family.

**Charisse:** Funny how that ended up. I was too busy with school and then my job, and we just sort of drifted apart.

**Karen:** Huh! So what've you been doing all this time, Charisse?

**Charisse:** Well, a few years ago I got a great job with an advertising agency. And guess what?

**Karen:** What?

**Charisse:** They've just promoted me. I'm an account executive now!

**Karen:** Wow, pretty impressive!

# INTERACTION LINK

## Ten Years from Now

1. Put students into small groups (3 or 4). Explain the instructions. *T: Imagine you will not meet your classmates for 10 years. What will they be like? Fill out the chart for yourself and each of your group members. Allow 5–10 minutes for students to fill out the chart.*
2. Have students talk about their predictions. *T: Talk about one group member at a time. For that person, each of you should tell what you think their job will be 10 years from now, then each tell about previous jobs that person has held, their marital status and family situation, and so on. Whose predictions do you think are going to be right? Then do the same thing for the next person, and keep going until everyone is finished.*

## Options

**Short Version** (15–20 minutes):

Play this game as above. (Include options from the long version if students finish early.)

**Long Version** (30–60 minutes):

1. After playing the short version, ask students to think up a paragraph summary of the information about each of their group members. *T: Think of a short paragraph that summarizes all the information about each of your group members. You can write your summary if you want. Be careful not to use the person's gender. Say "this person" instead of "he" or "she" or "this person's" instead of "his" or "her."* Allow 5–10 minutes for students to do this.
2. Move students to new groups and have them take turns reading or telling all their summaries, then telling the names of their group members. Ask them to guess which summary is about which person. *T: Read or describe your summaries of all the members from your old group, including the one about yourself. Then tell who was in your old group and ask your new group members to guess which summary is for which person.*

## LEXICAL MAP

By the end of Unit 1, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Time Expressions

When I was a ...  
When I was in ...  
a few years ago  
after a while  
always used to  
always wanted to  
ended up  
haven't seen ... since  
been a long time  
eventually

### Questions

What have you been doing?  
What made you ... ?  
How is it?

### Responses

I can imagine!  
That'd be great.  
It sounds like ...  
That sounds good.

### Telling About Yourself

a lot of fun  
(be) really into  
found out that  
It's just that ...  
still trying to

### Describing Others

cool  
crazy  
famous  
amazing  
opposite

# UNIT 2: Identity

**Main Activities:** pages 12–14

**Interaction Link:** page 15

**Self Study:** page 81

**Warm Up:** CD 1, Track 10

**Listening Task:** CD 1, Tracks 11–14

**Real World Listening:** CD 1, Tracks 15–16

## Unit Overview

In this unit students listen to extracts about the variety of aspects that make up a person's sense of self. The students have an opportunity to talk about their hidden qualities, hobbies, interests, and skills.

## Warm Up Focus

Students will review and expand their vocabulary related to different facets of people. This vocabulary is useful for talking about: the image others have of you and things they don't know, dreams and how they turned out, events in your past that helped shape who you are, hobbies, collections, interests, and successes, personality traits.

## Listening Task Focus

What is each person like? What is surprising about each person? How does the other person react?

## Concept Check

Identity: What is most important to us in our lives?

## Real World Listening Focus

Students will listen to a conversation in which Cesar and TJ talk about whether TJ will forget his friends when he gets more famous.

## Interaction Link

Who are you really?

## WARM UP

### Preview

1. Put students into pairs and have them describe their best friends. *T: Describe your best friend. Talk about what they like to do, what they are like, why they are your best friend, and other things that are special about them.*
2. Introduce the unit and read the introduction aloud. *T: Today's unit is called "I've got to be myself." Think about the things we have just talked about, and this title. What do you think this unit is about?*

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Read each sentence and write one of the words or phrases on the blank lines. You may want to do the first one together as a model.*
2. Allow the students a few minutes to finish. *T: Now listen to the sentences and check your answers.*
3. Play the audio (CD 1, track 10).
4. Elicit answers from students. *T: (name). Please read number (2).*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**nerd** = someone who is very intelligent but may be less

capable socially and may even be considered a misfit  
**to assume** = to expect that something is true  
**jock** = someone who is active in and good at sports  
**to make it big** = become famous for something  
**to go pro** = to do something at the professional level  
**straight A student** = a student who gets all A grades

### Useful Expressions

Review the list of Useful Expressions.

**Did you know that I ...** = Used to present a surprising fact.

**I never would have guessed.** = Used to show surprise when discovering something new about someone.

**Some people aren't what they seem.** = How people act in public may be different from how they act in private.

**There's more to him than meets the eye.** = There is a lot we don't know about him (often used in a positive way).

**Most people think I ...** = People don't know what I'm really like.

### Pairwork

Have students work in small groups. *T: Discuss the questions with your partner. Do you have any special traits, hobbies, or skills? Do other people know about them?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. Ms. Kelsey is a librarian, but she's **passionate** about sports cars.
2. Kris rides a motorcycle, but she's also a **nerd** when it comes to history.
3. Dave's friends thought that making it big in Hollywood would change him, but Dave is still just a regular guy. **Fame** hasn't changed him.
4. Jonathan might be the best basketball player in the state, but he doesn't have any dreams of **going pro**. He just wants to play for fun.
5. Terry is a **jock**, but when he's not on the football field, he's watching **romantic** movies.
6. Everybody assumes Carrie is a serious person because she's quiet. But she's really got a great **sense of humor**.
7. Jordan is very friendly and open with everyone, but she keeps some things about her life **private**.
8. Mark is very intelligent, but he's not a **straight A student**. He hates to study!

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What is each person like?*

## First Listening

1. Explain the activity. *T: We're going to listen to some conversations. Listen carefully and check the box to answer the question, "What is surprising about each person?" Number one has been done for you.*
2. Play the audio (CD 1, tracks 11–14).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you check for number (2)?*

### Answers

1. He has a lot of interests outside of sports.
2. He enjoys dancing privately.
3. She's in a rock band *and* she's a good student.

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**You got that right.** = That is so true.

**Ah, come on.** = Stop worrying about it (often used to encourage someone to talk about or do something).

**Who says ... ?** = It's not true that ...

## Second Listening

1. Explain the activity. *T: Listen again. This time, check the box with the answer to the question, "How does the other person react?" The first one has been done for you.*
2. Play the audio (CD 1, tracks 11–14).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from different pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). Which answer did you check for number (2)?*

### Answers

1. She is surprised that Brett is romantic.
2. He thinks Jeff should be proud of his hobby.
3. He thinks rock musicians can't be good students.

## SCRIPT

1. **A:** Oh, my gosh. You won't believe this!  
**B:** What? What happened, Katie?  
**A:** You know that guy Brett, from the football team?  
**B:** Oh, yeah, the big, dumb jock. What did he do this time?  
**A:** He gave me a poem.  
**B:** A poem?  
**A:** I mean, it's beautiful! It's romantic and it's full of imagery. I just couldn't believe it came from him.  
**B:** You got that right. I didn't even think he could read.  
**A:** I just found out he plays two musical instruments and speaks French fluently!  
**B:** Hmm. Well, maybe there's more to Brett than meets the eye!
2. **A:** Hey, Jeff, I didn't know you took dance lessons.  
**B:** What? How did you know that?  
**A:** Your girlfriend showed me some pictures of you dancing.  
**B:** Man, I told her not to show those to people!  
**A:** Ah, come on. Actually, I think it's pretty cool. I wish there was something I felt that passionate about.  
**B:** Really? You know, I love to dance, but I don't tell my friends about it. Dancing is a private thing for me. It's just something I do for myself.
3. **A:** Hey, Kayla. Can I borrow your notes from today's math class?  
**B:** Yeah, sure. Just make sure to give them back to me before my band plays tonight. I need time to study.  
**A:** Did you say your "band"?  
**B:** Yeah. I'm in a band called "Rock Hard." I play the drums.  
**A:** You're kidding! You play the drums for a rock band? I never would've guessed.  
**B:** Why? 'Cause I'm a straight A student?  
**A:** Yeah. I mean, you're the one everyone comes to for math help. I just assumed you were a ...  
**B:** A nerd?  
**A:** Well, I don't know about that.  
**B:** Don't worry. I'm not offended. I am a nerd. But who says nerds can't play the drums?

# REAL WORLD LISTENING

## Concept Check

Identity: What is most important to us in our lives? Make sure students understand the concepts with questions like these: *If your best friend became a professional athlete, or a famous actor, or a pop star, how would you feel? Do you think your friend would still have time for you, or do you think you might drift apart? There's a saying: "It's lonely at the top." How could you help your friend from feeling too isolated or alone?*

## Prepare

1. Introduce the activity. *T: Look at the pictures for Real World Listening. Who is this person? What do you think about him? What do you think happened to him recently?*
2. Play the audio (CD 1, track 15) to present the directions. *T: Before we listen, check the boxes next to your answers.*
3. Elicit answers from students. *T: Which boxes did you check? Why?*
4. Play the audio (CD 1, track 16). *T: Listen and check your predictions.*

## Answer

TJ's friends and family are worried about him.

## Get the Main Ideas

1. Explain the directions. *T: Before we listen, read all of the statements.*
2. Allow students some time to read. *T: As you listen, mark the statements with a T for true, an F for false or a ? if there's not enough information for you to know.*
3. Play the audio (CD 1, track 16).
4. Elicit answers from students.

## Answers

F, ?, T, T, T, F, F, T

## Respond to the Ideas

1. Put students into small groups and have them discuss the questions in the book. *T: Discuss the questions in your groups.* Allow at least 10–15 minutes for discussion.
2. Encourage students to raise and discuss their own questions.
3. Elicit answers from a few groups about Question 1. *T: Group (4), do you think TJ fits your image of a pro athlete? Why or why not? Does anyone have a different opinion?*
4. Elicit answers from a few groups about Question 2. *T: Group (2), were there things about any of you that others were surprised to learn? What were they?*

## Culture Note

If students seem unwilling or too shy to share information about themselves for Question 2 from Respond to the Ideas, you may want to use a less personal question, such as, "Think of a famous person you admire. Did you ever find out something about that person that really surprised you?"

## Extension

To expand the discussion of identity, introduce one of the following situations. Ask students to offer their opinions.

**Situation 1:** You drop out of high school to become a professional athlete.

**Situation 2:** You have to choose to pursue either more money or your life-long dream.

**Situation 3:** The person you want to marry is from another country and wants you to move to that country.

## SCRIPT

C: TJ, my man! How's it goin'?

TJ: Hey, Cesar. What's up, dude?

C: Oh, not much. But you, man. You're all over the place. I saw you on TV last week. The Pro-Am skateboarding championship. Man, you tore it up on the half-pipe.

TJ: I guess I did OK. I got second place.

C: That flip you did was totally awesome. Anyway, I can't believe you've gone pro, man. You've totally made it.

TJ: Yeah, I know. Contests, sponsorships, kids asking for my autograph all the time. It's weird.

C: Sounds like it. But good weird.

TJ: Yeah. And you won't even believe what the latest is.

C: What?

TJ: Nike wants me to do a commercial. They've been calling my agent. Nike, man.

C: Wow! I don't believe that. That's crazy, man. You've got it made.

TJ: Yeah, sorta.

C: What's wrong?

TJ: Well, you know the fame and fortune are great, but sometimes I just want to have my old life back again.

C: Why? With the way things are going for you?

TJ: No, but it's my family and my friends, like you. They think I'm too good for them now. They think I don't have time for the stuff we used to do like go to movies and just hang out.

C: Wow, man. That's rough. But you know, your life is kinda different now.

TJ: Sure, I mean, people recognize me and stuff, but I'm still the same person I was before I went pro. I just wish everyone would understand that.

C: Don't you like all the attention you're getting?

TJ: I dunno, man. The truth is, it's kind of embarrassing. I guess I'm shy or something.

C: You? No way, TJ. I thought you lived for the crowds.

TJ: Nah, it's the sport I love. I can live without the spectators.

C: So what are you gonna do, man?

TJ: Just keep doing what I'm doing. I've gotta be true to myself, no matter what anyone else thinks about it.

# INTERACTION LINK

## Who are you really?

1. Put students into groups of three to five. Explain the instructions. *T: Take turns choosing a box that fits an interesting aspect of your own life—it should be something that your group members do not know about you. Read aloud what is in that box.*
2. Explain what the other group members do. *T: The other group members take turns asking yes/no questions. Your job is to try to guess what the secret is.*
3. Explain when to stop with one's person's box. *T: When someone thinks they know the answer, they can guess. If no one guesses right after 10 questions, the leader gives the group three hints and sees if anyone can guess then. If not, the leader should tell the answer, and talk more about it if you'd like. Other group members can ask questions about some of the details, or other things that they are interested in. After that, move to the next person, who chooses a different box, and the game continues until time is up.*
4. Point out the hint for asking questions at the bottom of the page. *T: Before you begin, let's take a look at the hint at the bottom of the page. It says, "Start with general questions and work toward more specific details." For example, if I chose the box, "Something I hate having to do," it's better to ask a general question like, "Is it something you do at home?" instead of asking something too specific like, "Is it washing the bathtub?"*

## Options

### Short Version (15-20 minutes):

Either reduce the number of yes/no questions the group members can ask to five, or set a time limit of two minutes to guess the answer, followed by one minute for further discussion. (Include options from the long version if students finish early.)

### Long Version (30-60 minutes):

Play the game as above. Students continue playing until time is up.

## LEXICAL MAP

By the end of Unit 2, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Describing People

weird  
intelligent  
shy  
pro(fessional)  
smart  
passionate  
serious  
private  
all over the place

### Hobbies/Interests

cars  
music  
band  
acting  
foreign languages  
dance lessons  
skiing

### Disbelief

I don't know about that.  
I'm surprised that ...  
You wouldn't believe ...  
There's no way ...  
Really?

### Collocations

young  
elderly  
single  
old  
right  
disabled  
... person

# UNIT 3: Advice

**Main Activities:** pages 16–18

**Interaction Link:** page 19

**Self Study:** page 82

**Warm Up:** CD 1, Track 17

**Listening Task:** CD 1, Tracks 18–22

**Real World Listening:** CD 1, Tracks 23–26

## Unit Overview

In this unit students listen to extracts about problems and advice. The students will have an opportunity to talk about problems, ways to solve problems, and good and bad advice.

## Warm Up Focus

Students will review and expand their vocabulary related to discussing personal problems and giving advice. This vocabulary is useful for talking about: problems, and what happens as a result, the ways that someone or something bothers you, advice about what you should or shouldn't do.

## Listening Task Focus

What kind of advice does the person give? Why is the advice offensive or unwanted?

## Concept Check

Advice: How should it be given? Is it always welcome?

## Real World Listening Focus

Students will: listen to a radio advice show; have the opportunity to discuss the advice given and to offer their own; talk about situations when they were asked for advice.

## Interaction Link

Advice Column

## WARM UP

### Preview

1. Find out if students have ever listened to radio advice shows or read advice columns in the newspaper. *T: Has anyone ever listened to radio advice programs or read advice columns in a newspaper? What problems do they usually discuss? Do you agree with the advice they give?*
2. Introduce the unit. *T: Today's unit is called "If you don't mind my saying so." Think about this title and the things we talked about. What do you think this unit is about?*

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Read each paragraph and write one of the words or phrases on the blank lines.*
2. Allow the students a few minutes to finish. *T: Now listen and check your answers.*
3. Play the audio (CD 1, track 17).
4. Elicit answers from students. *T: (name). Please read the full paragraphs for number one.*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**possessive** = wanting to own or control another person

**to get in the way** = to intrude or interfere

**blind date** = a date that is arranged in which the two people have not yet met or seen each other

**to stick to it** = to continue doing something

**to discipline** = to train someone (often by punishing them)

**tantrum** = a sudden fit or attack of uncontrolled anger

**to fix someone up** = to arrange a date for two people

**to spank** = to hit a child on the bottom

**folks** = parents

**to blame** = to assign fault to someone or something

### Useful Expressions

Review the list of Useful Expressions.

**It's none of your business.** = It's not your problem.

**If you ask me ...** = A gentle way of introducing your advice.

**Don't you think it's time to ... ?** = Perhaps you should ... "

**It's hard to deal with ...** = Having this responsibility is hard.

**It's a personal thing.** = It's private.

### Pairwork

Have students work in pairs. *T: Discuss the questions with your partner. "Do you agree with Mabel's advice? Do you know anyone who's had these problems?"*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. **Q:** My 4-year-old daughter has horrible **tantrums**. How do I get her to stop crying?
2. **Mabel:** You need to **discipline** her. Some people aren't comfortable **spanking** their kids. If you don't want to punish her physically, try taking away something special—maybe a toy. Whatever you do, pick one method and **stick** to it. Use the same method all the time.

3. **Q:** Whenever I start dating a new girl, my parents get in the **way**. They always invite her over to talk. What should I do?  
**Mabel:** Don't **blame** your **folks** for being interested in your life. They care about you!
4. **Q:** One of my friends wants to **fix** me up with her neighbor. She thinks we would be a great match. Should I agree to a date even though we've never met?

- Mabel:** **Blind** dates are kind of scary. You don't know what to expect. But I say: Go for it!
5. **Q:** My boyfriend doesn't want me to spend time with my friends. What can I do about his jealousy?  
**Mabel:** Ooh ... that's a bad sign. If your boyfriend is **possessive** now, he'll just get worse later. You should meet someone new.

# LISTENING TASK

## Listening Task

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What is the situation?*

### First Listening

1. Explain the activity. *T: Listen and make a check in the box under the pictures to answer the question "What kind of advice does the person give?"*
2. Play the audio (CD 1, tracks 18–22).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*

#### Answers

1. Have a baby soon.
2. Don't move back home after college.
3. Discipline the child.
4. Make an effort to meet someone.

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**clock's a'tickin'** = Time is running out.

**complicated** = a complex situation with no simple answer

**to leave the nest** = to move out from one's parents' home

**to go out on one's own** = having one's own place to live

and making decisions independently

**to find yourself** = to learn more about who you really are, what you are really interested in

**to calm someone down** = to help someone relax

**Spare the rod and spoil the child.** = A proverb that suggests physical punishment is important to disciplining children ("the rod" is a stick used to spank children).

**get yourself out there** = Go out and be active (could be used about dating, socializing, exercising, etc.).

### Second Listening

1. Explain the activity. *T: Listen again. "Why is the advice offensive or unwanted?" Check the boxes with the correct answers.*
2. Play the audio (CD 1, tracks 18–22).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*

#### Answers

1. They want to have the baby only when they are ready.
2. He's already decided to move back home.
3. She doesn't believe in spanking.
4. She doesn't want to date anyone right now.

## SCRIPT

- A:** So, Amy, how many kids do you and Tom have?

**B:** Uh, kids, none. Not yet.

**A:** Not yet? Did you say "not yet"? Hey, are you and Tom keeping score here or what? You must be, what, 35 by now. Clock's a tickin'. Tick-tock, tick-tock, you know?

**B:** Yeah, I think we're aware of all that, but it's kind of complicated. We've got our careers right now, and ...

**A:** Complicated? You think you're the only people who are trying to juggle careers and family?

**B:** No, no. I'm sure we're not. Just, it's kind of a personal thing.
- A:** So, Jerry, have you thought about where you're going to live after you graduate in June?

**B:** Uh, yeah. I think I'm going to move back in with my folks, save a little money, you know.

**A:** Your folks? You gotta be kidding! Don't you think it's time to leave the nest?

**B:** Um, yeah, I guess. But it's not like it's gonna be forever. Just until I can save up enough money to ...

**A:** I gotta say man, I think it's a mistake.

**B:** Well, I've thought about it a lot, and I really think it's the best decision for me right now.

**A:** But you need to go out on your own, get your own place, find yourself. Your parents are just going to get in the way.

**B:** Well, you know I'm not the only one moving back home after college. Seems like half the people I know are doing it.
- A:** Excuse-me, ma'am.

**B:** Yes?

**A:** Your son's tantrum is disturbing everyone in the store.

**B:** I know, I know. I'm trying to calm him down. Bobby, please be a good little boy for Mommy. I'll give you a nice, yummy cookie if you stop crying.

**A:** If you ask me, what your son needs is a little good old-fashioned discipline. A nice spanking will do the job! You know what they say: Spare the rod and spoil the child!

**B:** Listen. How I raise my son is none of your business. We don't believe in using physical violence with our children.
- A:** So, Lucie, do you have anyone special in your life?

**B:** No. Not right now. It's been a while since I've dated anybody.

**A:** Well, what have you been doing about it? You know, you can't meet someone sitting at home on your couch on Friday nights eating chocolate ice cream. You've got to get yourself out there, girl!

**B:** Well, I don't know. Meeting someone at a bar or club just isn't for me.

**A:** I know! I'm fixing you up with a friend of mine. He's perfect for you.

**B:** That's OK. I'm not really into blind dates.

**A:** Don't be ridiculous! You're gonna love him!

**B:** You know, I'm not sure I really want to be dating anyone right now.

# REAL WORLD LISTENING

## Concept Check

Advice: How should it be given? Is it always welcome? Check that students are thinking about the key concepts with questions like these: *Are you the type of person who usually gives advice or the type who usually asks for advice? What are some common problems you hear or ask about? When you get advice from more than one person, how do you decide what to do? Have you ever followed or given bad advice? What happened?*

## Prepare

1. Introduce the activity. *T: Look at the pictures for Real World Listening. What kinds of advice do you think the people will ask for?*
2. Play the audio (CD 1, track 23). Explain the directions. *T: Look at the problem and check the boxes for what you think the advice will be.*
3. Play the audio. (CD 1, tracks 24–26). *T: Listen and check your predictions.*
4. Check prediction results. *T: Who was correct?*

## Answers

1. Follow your parents' rules. Move out.
2. Exercise.
3. Call someone else.

## Get the Main Ideas

1. Explain the directions. *T: Before we listen, read all of the statements.*
2. Allow students some time to read, then prepare them to listen. *T: As you listen, check the statements that describe the reasons supporting Andrea's advice.*
3. Play the audio (CD 1, tracks 24–26).
4. Elicit answers from students. *T: (name). Which statements did you choose?*

## Answers

1. Jackie's parents have the right to set rules in their house.
2. Losing weight is more complicated than Beatrice thinks.
3. It would be better to consult a mechanic.

## Respond to the Ideas

1. Put students into small groups and have them discuss the questions in the book. *T: Discuss each of the questions in your groups. Allow at least 10–15 minutes.*
2. Encourage students to raise and discuss their own questions.
3. Elicit answers from a few groups about Question 1. *T: Group (1), do you agree with Andrea Price's advice? What other suggestions would you have given?*
4. Ask if any groups want to volunteer to talk about what they discussed for Question 2. *T: Did any of your groups have any interesting discussions for Question 2, about times that you were asked to give advice?*

## Extension

Consider using an Extension Activity to expand the Real World Listening discussion further.

**Situation 1:** You go to a fortune teller for advice on your love life and everything she tells you comes true.

**Situation 2:** Your friend knowingly gives you bad advice because he/she is mad at you.

**Situation 3:** You take a coworker's advice on a project and then get all the credit for the success.

**Situation 4:** You refuse to give someone advice because you think they should figure out their own problems.

## SCRIPT

### Part 1. Andrea talks to Jackie.

**Andrea:** Andrea Price on "Who Needs Advice." What's your problem?

**Jackie:** Hi, I'm Jackie, from Toronto.

**Andrea:** Jackie, what's your problem?

**Jackie:** My parents are driving me crazy! I'm in college, and my parents make me come home before midnight. Plus ...

**Andrea:** Just a second, Jackie. Slow down. You're in college, you're living at home, your parents want you home at midnight. What's wrong with that?

**Jackie:** Well, it's not only that. They always want to know who I'm going out with, and if I've done my homework. How can I get them to leave me alone?

**Andrea:** Jackie, grow up already. If you live at home, you should follow their

rules, or move out of their house. Clear enough?

### Part 2. Andrea talks to Beatrice.

**Andrea:** Andrea Price on "Who Needs Advice."

**Beatrice:** This is Beatrice from Atlanta.

**Andrea:** OK, Beatrice. What's your problem?

**Beatrice:** I need some advice about dieting. Every time I go on a diet, I lose a few pounds, but it only lasts a little while.

**Andrea:** Uh huh. Go on.

**Beatrice:** Once I start eating normally again, I always gain the weight back.

**Andrea:** Do you exercise regularly?

**Beatrice:** No.

**Andrea:** There's your problem. You can't lose weight without exercise. Talk

to your doctor about an exercise plan, and stick to it.

### Part 3. Andrea talks to Pete.

**Andrea:** Andrea Price on "Who Needs Advice."

**Pete:** This is Pete, from Denver.

**Andrea:** What's your problem?

**Pete:** Could I ask you something?

**Andrea:** That's what I'm here for.

**Pete:** Well, my car has been making funny noises lately. Like this—fffft ffffft ffffft ffffft—but only when it's moving. When it's idle, it makes sounds sort of like, vvvttt, vvvtttt, vvvttt.

**Andrea:** Look, Pete.

**Pete:** I really don't know what to do.

**Andrea:** Look, Pete, I give advice about people, not cars. You need to call a mechanic.

# INTERACTION LINK

## Advice Column

1. Put students into groups three or four. Explain the game and the instructions. *T: In this game, you will be talking about fictional problems and giving each other advice. Take turns. The person going first chooses one of the problems written about in this advice column of a newspaper. Read the problem aloud to your group members, and pretend you're the person with the problem. Then read the two pieces of advice. See if any of your group members have different advice—if so, write it in the box under "Your idea."*
2. Explain what the other group members do. *T: The other group members can ask questions to find out more details about the problem. After that, discuss the different pieces of advice and try to agree on the best advice for that problem. Then move to the next person, and the next, until time is up.*

## Options

**Short Version** (15–20 minutes):

As above, but students could skip the part about asking for additional information about the problem.

**Long Version** (30–60 minutes):

Ask students to invent their own fictional problems to continue the game.

## LEXICAL MAP

By the end of Unit 3, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Giving Advice

I really think ...  
If you ask me ...  
Don't you think ...  
make an effort  
What ... need(s) is ...  
You need to ...  
You've got to ...  
Whatever you do ...  
Either that, or ...  
And not only that ...

### Refusing Advice

get in the way  
If you don't mind ...  
Leave me alone.

### Collocations

legal  
professional  
medical  
practical  
good  
independent  
... advice

social  
health  
economic  
major  
financial  
serious  
... problems

# UNIT 4: Family

**Main Activities:** pages 20–22

**Interaction Link:** page 23

**Self Study:** page 83

**Warm Up:** CD 1, Track 27

**Listening Task:** CD 1, Tracks 28–32

**Real World Listening:** CD 1, Tracks 33–34

## Unit Overview

In this unit students listen to extracts about personalities, habits, or hobbies that family members have. Students have an opportunity to talk about their own families, and about whom they would or wouldn't invite to their weddings.

## Warm Up Focus

Students will review and expand vocabulary related to personality characteristics and hobbies or interests of family members. This vocabulary is useful for talking about: family members who have unique habits, hobbies, or personalities, what you like or dislike about different family members, accepting relatives for who they are.

## Listening Task Focus

What is unusual about each person? Details about people who may be considered the “character” of the family.

## Concept Check

“You can choose your friends, but you can't choose your relatives.”

## Real World Listening Focus

Students will: listen to an engaged couple talk about who they will invite to their wedding; discuss families; talk about their own opinions about weddings.

## Interaction Link

Family Lies

## WARM UP

### Preview

1. Ask students to name characteristics of family members, including some who are unique. *T: Think of a few members of your family, including some who are unique or unusual. What words or phrases describe them? Be sure to include some positive characteristics.*
2. Introduce the unit. *T: Today's unit is called “I'm sure you'll get along with them.” Think about the things we have just talked about. What do you think this unit is about?*

### Warm Up

1. Have students work individually. Explain the activity. *T: Look at the word box in your books. Read each sentence and write one of the words or phrases on the blank lines. Do the first one with the class as a model.*
2. Allow the students a few minutes to finish. *T: Now listen to the sentences and check your answers.*
3. Play the audio (CD 1, track 27).
4. Elicit answers. *T: (name). Please read number (2).*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**fanatic** = someone who is crazy about something

**devoted** = to care very much about something or someone

**irritating** = upsetting or angering

**freak out** = to get really upset, angry, or excited

**nuts** = crazy

**vegan** = a vegetarian who eats no animal products

**strict** = serious or severe (often about discipline or rules)

### Useful Expressions

Review the list of Useful Expressions.

**How can I put this nicely?** = I'm not sure of a nice way to say this (what you're about to say is a little bit strong).

**The thing about him is ...** = Used to introduce an interesting or unusual fact about someone.

**She's a fanatic about ...** = She spends a lot of time and energy on ...

**Some people think she's ...** = She has an unusual reputation.

### Pairwork

Have students work in pairs. *T: Discuss the questions with your partner. “Do you have any interesting characters in your family?”*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. My family is a little unusual. Some people might even say we're **nuts**.
2. My mother is **extreme** when it comes to neatness. She can't stand to see even a speck of dust in the house.
3. Mom is really **strict** with us when it comes to household chores. Every day, we have to do a couple of hours of chores to keep things neat.
4. My father loves to barbecue. He's definitely a **fanatic**. He can't live without his barbecue grill.
5. One time, I accidentally broke Dad's grill. He completely **freaked out**. He was so upset, he couldn't even wait a day to buy another one.
6. My sister, Alicia, is a **vegan**. She not only avoids meat, but also any animal products, like milk and eggs.
7. Sometimes Alicia and Dad argue because they have opposite interests. She's as **devoted** to her vegetarianism as he is to his barbecuing.
8. Some of my other relatives are a little strange, too. I've got an aunt who thinks she can see the future and a cousin who does four hours of body-building exercises every day!
9. My family might be a little **irritating** to some people, but they don't bother me much. After all, they're the only family I've got.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. Who do you think they will talk about?*

## First Listening

1. Explain the activity. *T: Listen and check the boxes under the pictures to answer the question "What is unusual about each person?"*
2. Play the audio (CD 1, tracks 28–32).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you write for number (2)?*

### Answers

1. She has a very particular diet.
2. He is a clown at heart.
3. She is a fanatic about her hobby.
4. He likes to pretend he is a TV or movie character.

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**for a split second** = for the briefest moment

**wall-to-wall** = covering the whole room

## Second Listening

1. Explain the activity. *T: Listen again, and check the details that you hear. There may be more than one correct answer for each number.*
2. Play the audio (CD 1, tracks 28–32).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from different pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). What did you write for number (2)?*

### Answers

1. She makes her cat follow a vegan diet.
2. He makes balloon hats when he's not working./His duck follows him everywhere.
3. She keeps the dolls in their boxes.
4. His family is worried about him./He's always pretending to be someone else.

## SCRIPT

1. My sister is a really strict vegan. It's not for religious or health reasons. It's just she's just a little nuts. Every time she comes over for a family dinner we have to make a special dish just for her. And if, like, the fork we've used to serve some meat even touches her plate for a split second, she freaks out and has to get another plate. Recently, she started this new thing where she can't even eat any vegetables that are cooked. They have to be raw. And she put her cat on a vegan diet, too. The poor thing only eats vegetables. Every time I go over to her place, the cat looks at me with these sad eyes like, "Meat ... please?"
2. My cousin, Pat, is a professional clown. He goes by the name Patty Cakes. He gets hired to do special events like kid's birthday parties. The thing about Pat is that he just can't stop being a clown even when he's not working. He'll show up at his friend's house and start making balloon hats for everyone. And then there's his pet duck, Phoebe. Pat uses Phoebe in his clown act, but sometimes he doesn't have time to take her home after work, so he just brings her along wherever he's going. It's just so strange to see Pat walk in somewhere with Phoebe following behind him wearing a diaper.
3. My Aunt Samantha collects dolls. She's a real fanatic. Most people have hobbies, you know, like sports or music or movies, but Aunt Samantha spends all her money on dolls. She has one room in her apartment completely devoted to Barbie Dolls. I mean, the whole room is wall-to-wall Barbies! She's got over a thousand of them lined up on shelves from floor to ceiling. The dolls are all in perfect condition. She stores them in their boxes and never takes them out. It's kind of scary, actually. When you walk into that room, you just feel surrounded by them. It's like they're all watching you or something.
4. My brother Andrew is really into TV and movies and, um. How can I put this nicely? He can get pretty extreme about it. He's always pretending to be a character from a movie or TV show. Now when he was twelve or thirteen, he used to watch the TV show Star Trek all the time, and he'd go around talking exactly like Mr. Spock. Like if I'd say, "Andrew, get out of my room. I'm studying. You're so irritating." And he'd say, "Irritating? Ah, yes, one of your earthling emotions." Stuff like that, a line right out of Star Trek. Now, sometimes, it's funny. Like now he's doing Harry Potter voices. But we worry about him a lot. I mean, does he even know who he is? He's always acting like someone else.

# REAL WORLD LISTENING

## Concept Check

“You can choose your friends, but you can’t choose your relatives.” Check that students understand the key concepts with questions like these: *Have you heard the old proverb, “You can choose your friends, but you can’t choose your relatives”? What do you think it means? Do you have any relatives that fit this proverb? What would you do if this person showed up at your home and wanted to spend a few weeks with you?*

## Prepare

1. Introduce the activity. *T: Look at the pictures and graphics. What do you think these people will talk about?*
2. Play the audio (CD 1, track 33) to explain the directions.
3. Play the audio (CD 1, track 34). *T: Listen and check your predictions.*

## Answer

Lydia

## Get the Main Ideas

1. Explain the directions. *T: Before listening, read all of the statements.*
2. Allow students some time to read. *T: As you listen, circle the number that fits your opinion or understanding.*
3. Play the audio (CD 1, track 34).
4. Have students compare answers in pairs. *T: Get with a partner, and compare answers. Explain your opinions.*

## Answers

These questions have no “right” answers, so students should be encouraged to discuss their opinions.

## Respond to the Ideas

1. Put students into small groups and have them discuss the questions in the book. *T: Discuss each of the questions.*
2. Encourage students to discuss their own questions.
3. Elicit answers from a few groups about Question 1. *T: Group (1), who felt that Lydia’s family was more like theirs? Who felt like Greg’s family was? In what ways?*
4. Elicit answers from a few groups about Question 2. *T: Group (3), what is the right number of people to invite to a wedding? Did you all agree? Did anyone have interesting comments about whom they would or would not invite?*

## Extension

Have the class discuss one or more of the situations below.

**Situation 1:** Your parents have divorced and really hate each other. Should you invite both of them?

**Situation 2:** Your fiancé is your best friend’s ex-boyfriend. Should you invite your friend?

**Situation 3:** Your aunt always gets drunk at parties, and then starts singing horrible songs. Should you invite her?

**Situation 4:** Your ex-wife is a good friend of your fiancée. Should she be invited?

## SCRIPT

**Lydia:** OK, Greg, I got the wedding invitations back from the printers. Let’s do this!

**Greg:** OK, I’m ready.

**Lydia:** Got your list?

**Greg:** Yeah, I just have a short list, though. Just my parents, and my brother Tim, and his wife, and my sister Tanya, and Jamie, my friend from college, and that’s about it. I can’t think of anyone else that I really want to invite.

**Lydia:** Greg, that’s like, what, ten people? Are you joking? This is our wedding.

**Greg:** Well, I guess we could invite my mom’s cousin Abigail. She lives nearby, but I don’t know her very well, and she’s kind of crazy. She has, like, fifteen cats.

**Lydia:** Greg, if she’s family, you should invite her.

**Greg:** I guess.

**Lydia:** So, including your mom’s cousin Abigail, you’ve now got a grand total of eleven guests. That just isn’t enough to fill up a reception room.

**Greg:** Well, how many people are you inviting?

**Lydia:** Um, let’s see. Here’s my list. I’ve got my brother and his wife.

**Greg:** Right.

**Lydia:** And her parents and relatives.

**Greg:** You’re inviting your sister-in-law’s relatives, too?

**Lydia:** Greg, this is a family event. Can’t leave anyone out.

**Greg:** Can’t leave anyone out?

**Lydia:** And then my mother’s two brothers and their families.

**Greg:** They’ll come all the way from San Francisco for this?

**Lydia:** Oh, absolutely. And then my Aunt Chia-Lin.

**Greg:** I thought she lived in Shanghai.

**Lydia:** She does, but she’ll come for the wedding.

**Greg:** Really?

**Lydia:** She wouldn’t miss it for the world, and besides, my mother would never forgive her if she didn’t come to my wedding.

**Greg:** Ah.

**Lydia:** And then my father will want to

invite all his close friends from work.

**Greg:** Wait a sec. Your father’s friends from work are coming? How many is that?

**Lydia:** Oh, Greg, he’s in the restaurant business. He’s got so many friends.

There must be like, one, two, three, eight people who work in the restaurant alone, and then the suppliers, and all of his regular big customers. Maybe eighty or ninety. Something like that.

**Greg:** Eighty people!

**Lydia:** There’s no way he wouldn’t invite all of them to his daughter’s wedding. It’d be an insult!

**Greg:** But I thought we were just inviting family and close friends.

**Lydia:** Believe me, my father’s business associates are like family.

**Greg:** Well, how many people are on that list there?

**Lydia:** Oh, just a few. This is just like three or four hundred people. I’m trying to keep it small.

**Greg:** Gosh, Lydia, where are we going to have this wedding, in Yankee Stadium?

# INTERACTION LINK

## Family Lies

1. Have students work individually and fill in the family chart. *T: Work by yourselves. Write information about four members of your family. It's best to choose members that your classmates won't know too much about. One piece of information should be a lie—either the family member does not exist, or the information about that person is a lie. Think about questions others may ask you about this person, so you can be ready with “lie” answers. Allow 5–10 minutes and help out any student who is struggling with creating a fictional family member.*
2. Put students into pairs. Have one person look at the other's family chart and ask questions about the five members. *T: In pairs, you will try to find out who the fictional member of each other's family is. You can ask questions about each of the five family members. Your partner has to tell you truthful answers about real family members, and make up lies about the fictional member. It's important to try to tell lies that sound true.*
3. After about five minutes of questions, have students switch roles. *T: Now switch. The one who was asking questions now should be answering questions about your own family.*
4. After each partner has taken a turn, have each student finish filling in their family chart. *T: Now finish filling in your family chart. Write in only your real family members. If you don't need some of the spaces, leave them blank. If you need additional spaces, please make them on the chart. Allow about 5–10 minutes.*
5. After students have finished their full family charts, have them talk about their real families. *T: Now get back with your partner and talk about your real family members. Tell lots of details about different people's characters, interesting things they have done, hobbies, etc. Try to use some of the phrases that were covered in this unit.*

## Options

**Short Version** (15–20 minutes):

As above. If you need to shorten the activity further, limit the number of questions to around seven to ten rather than allowing five minutes for questioning by each person.

**Long Version** (30–60 minutes):

As above, but after Step 3, have students get into new pairs and repeat Steps 2 and 3. Encourage them to improve on their lies if their partner guessed too easily the first time.

## Culture Note

In American culture, the bride's family is usually responsible for the wedding. Perhaps the wedding is the last chance for the bride's family to do something big for her, because the bride is traditionally “given away” by her father to join the groom's family. At the ceremony, friends or family of the bride are seated on one side of the church or wedding hall, and friends of the groom on the other.

## LEXICAL MAP

By the end of Unit 4, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Describing Relatives

extreme  
irritating  
annoying  
rude  
unfriendly  
nuts  
sad  
insulting

### Introducing a Topic

The thing about ... is  
Can I just say ...  
You know what ...  
I mean ...  
You wouldn't believe ...

### Family Events

wedding  
reception  
funeral  
birthday  
anniversary  
divorce  
separation

### Family Members

aunt  
cousin  
son  
daughter  
partner

# UNIT 5: Decisions

**Main Activities:** pages 24–26

**Interaction Link:** page 27

**Self Study:** page 84

**Warm Up:** CD 1, Track 35

**Listening Task:** CD 1, Tracks 36–40

**Real World Listening:** CD 1, Tracks 41–42

## Unit Overview

In this unit students listen to extracts about making decisions. Students will have an opportunity to talk about major decisions they have made or will have to make, and what was involved in their own decision-making process.

## Warm Up Focus

Students will review and expand their vocabulary related to life choices and tough decisions. This vocabulary is useful for talking about: major choices you have to make, the advantages and disadvantages of choices, how you came to a decision.

## Listening Task Focus

What is the speaker thinking about doing? What does the other person say?

## Concept Check

Decisions: How do you make up your mind?

## Real World Listening Focus

Students will: listen to a presentation on decision-making; talk about a major decision they have made, and the process they used to decide.

## Interaction Link

Get a Life

## WARM UP

### Preview

1. Ask students to name major decisions that people typically make. *T: What are some big decisions that people have to make during their lifetimes? Try to include decisions people make at all ages.*
2. Introduce the unit. *T: Today's unit is called "I can't make up my mind." Think about the things we have just talked about, and this title. What do you think this unit is about?*

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Then read each sentence and write one of the words or phrases in the blank lines.*
2. Allow the students a few minutes to finish. *T: Now listen to the sentences and check your answers.*
3. Play the audio (CD 1, track 35).
4. Elicit answers. *T: (name). Please read number (2).*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**to figure out** = decide, usually by logic

**leaning toward** = probably going to choose

**stay-at-home mom** = a homemaker and mother

**to major in** = to focus on (a field of study in college)

**to propose** = to ask someone to marry you

**to get engaged** = to promise to get married to someone

**to weigh the pros and cons** = to think about the advantages and disadvantages

**downside** = the disadvantages about something

**heart-to-heart** = a serious discussion

### Useful Expressions

Review the list of Useful Expressions.

**I'm seriously considering it.** = I might do it.

**I'm not sure I'm ready to take that step.** = I don't know if I'm ready to choose this.

**I've been thinking about it.** = It's been on my mind.

**I'm still undecided.** = I'm still thinking about it.

**I don't want to rush you.** = Take as much time as you need.

### Pairwork

Have students work in pairs. *T: Discuss the questions with your partner. Have you made decisions about any of these topics? What did you decide to do?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. Pamela is pregnant with her first child. She has to decide whether she wants to be a working mom or a **stay-at-home** mom.
2. The Yamamotos are planning a vacation. They have to **figure out** which airline offers the cheapest rates.
3. Stan is unhappy at work, but he makes a good salary. He's going to **weigh** the pros and cons of getting a lower-paying job that he likes better.
4. Kelsey is **leaning** toward going to Harvard because she has family near Boston, but she also really likes Yale.
5. Ben just **decided** to propose to his girlfriend, Laura. He's going to have an airplane write "Will you marry me?" in the sky.
6. Mrs. Lai's company wants to transfer her to another country. She's going to have a **heart-to-heart** conversation with her husband about it tonight.
7. Katherine isn't sure whether she wants to **major** in anthropology or linguistics.
8. Jeremy and Priscilla didn't **realize** until they got engaged how difficult it is to plan a wedding.
9. For Roland, the **downside** of buying a new car is that he has to do lots of research to make the best decision.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What kinds of decisions do you think they will discuss?*

## First Listening

1. Explain the activity. *T: Listen and check the boxes under the picture to answer the question "What is the speaker thinking about doing?"*
2. Play the audio (CD 1, tracks 36–40).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*

### Answers

- |                                   |                     |
|-----------------------------------|---------------------|
| 1. getting a job                  | 3. choosing a major |
| 2. accepting a new job and moving | 4. getting a puppy  |

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**to be going off** = to leave for somewhere else  
**semester** = a period of school, usually half of a school year

## Second Listening

1. Explain the activity. *T: Listen again. "What does the other person say?" Check the boxes with correct answers. There may be more than one correct answer.*
2. Play the audio (CD 1, tracks 36–40).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*

### Answers

1. No one will take care of things at home.
2. Texas is far away/The job is a great opportunity.
3. She could do great things in any subject.
4. A big dog wouldn't like their little apartment./A cat might be a better choice for them.

## SCRIPT

- A:** Honey, I've been thinking.  
**B:** Huh?  
**A:** I've been thinking. I think I'd like to go back to work.  
**B:** Really? Why?  
**A:** Well, the kids are growing up. Jenny is off to university, and Ted is going to be in high school next year.  
**B:** Uh huh, yeah, right?  
**A:** Well, I just don't think I need to be a stay-at-home mom anymore.  
**B:** But, but who's going to make dinner and do the laundry, and who's going to clean the house?  
**A:** I don't know, honey, but we'll figure it out. I've been weighing the pros and cons, and now it just seems like the best time to make a change.
- A:** Hey, how's it going Frank?  
**B:** Oh, not too sure.  
**A:** Oh, what's the problem?  
**B:** It's not really a problem. It's kind of a good thing, I guess.  
**A:** You guess?  
**B:** Well, I applied for a job with a really good engineering firm a couple of months ago, and I talked to the boss yesterday.  
**A:** Yeah?  
**B:** And they want to hire me.  
**A:** That's great news.  
**B:** Well, sort of. But the downside is the job's in Texas. I would have to move. And they want me to start in six weeks.  
**A:** Ooh, Texas. That's really far away. What are you leaning toward?  
**B:** At this point, I'm seriously considering accepting the offer. But I have until next week to let them know.
- A:** Hey Jamie, You look stressed out. What's wrong?  
**B:** Oh, I have to choose my major this month, and I'm still undecided.  
**A:** I thought you were majoring in theater. Didn't you say you wanted to be the next Angelina Jolie?  
**B:** Yeah, but I changed my mind last semester and started taking more psychology classes.  
**A:** Well, why don't you do that? You could be the next Sigmund Freud, the female version.  
**B:** I would, but I don't know. I'm taking a really great physics class this semester. I totally love it.  
**A:** Then why not do physics?  
**B:** So I could be the next Albert Einstein, right? I don't know about that, either. I kinda want to take some French classes. Yeah, that sounds good! Maybe I should major in French. Although, if I take French, then I can't really take the physics. And I mean, theater still is really fun.
- A:** What do you think about getting a puppy, Rick?  
**B:** A puppy? Why would we do that?  
**A:** Well, I was at the supermarket today, and there was this guy with a box of Labrador puppies out front, and they were so cute.  
**B:** Yeah, of course they're cute. Puppies are always cute. But they're messy, too.  
**A:** I know, but you should have seen them. Their little tails and their little faces.  
**B:** The problem with a puppy is that it eventually becomes a dog, a big dog. What's a big dog gonna do in our little apartment?  
**A:** We'll take it for walks. It'll be great. C'mon.  
**B:** I don't know. I'll think about it. Why don't we get a cat instead?

# REAL WORLD LISTENING

## Concept Check

Decisions: How do you make up your mind? It's important for students to think about the key concepts of the Real World Listening. To stimulate their thinking, ask them questions like these: *Are you the one in your family who makes big decisions? Or is it someone else? Or does everyone make their own decisions? How do you make tough decisions? Do you have a process that you follow?*

## Prepare

1. Introduce the activity. *T: Look at the picture. Why do you think these people are in this big meeting room? What do you think the person in front is talking about?*
2. Play the audio (CD 1, track 41) to explain the directions. *T: Write the correct letters on the blank lines.*
3. Play the audio. (CD 2, track 42). *T: Listen and check*

## Answers

1. d                      2. b                      3. c                      4. a

## Get the Main Ideas

1. Explain the directions.
2. Allow students some time to read the activity.
3. Play the audio (CD 2, track 42).
4. Give students time to fill in the blanks. *T: Now use your notes to help you fill in the blanks in the left-side box.*
5. Elicit answers from students. *T: (name). What are the two types of decision makers for the "approach" dimension?*

## Answers

1. Adapters/Originators      3. Challenger/Conciliator
2. Abstract/Concrete          4. Flexible/Organized

## Respond to the Ideas

1. Put students into small groups and have them discuss the questions in the book. Allow at least 10–15 minutes.
2. Encourage students to discuss their own questions.
3. Elicit answers from a few groups about Question 1. *T: Group (1), does this lecture make sense to you?*
4. Elicit answers from a few groups about Question 2. *T: Group (3), did anyone in your group talk about a major decision? What kind of decision maker was the person?*

## Extension

Ask students to comment on one of the situations below to expand the discussion on decision-making.

**Situation 1:** A couple gets engaged. One of them really wants to live abroad, but the other loves their hometown.

**Situation 2:** A college graduate's father wants him/her to take over the family business. S/he just got a great job offer from a major company.

**Situation 3:** Your children want to go to private school. To afford it, you would need to get a second job on evenings and weekends.

**Situation 4:** You have enough money to send your daughter on a band trip to Europe, or buy a new piano.

## SCRIPT

Our topic today is decision making. We make decisions every day, right? Maybe about simple personal things like which train to take to work or should you get a puppy as a pet, and also more complex things like what to major in at college or whether to take a job offer in a new city.

We're going to look at four dimensions of the decision-making process, OK? Approach, information, risk, and decisiveness.

The first dimension is approach, or the way that you view the decision-making process. There are two types of decision makers here: originators and adapters. Adapters tend to think in terms of the minimum change necessary to produce the results they want. They stick with ideas that have worked in the past. Originators, on the other hand, tend to produce decisions that are less similar to past ideas. They make decisions that seem unique and creative.

The second dimension is information.

What kind of information do you need to make a decision? Are you a concrete information processor or an abstract information processor? Concrete information processors need complete and detailed information before making a decision. They prefer to work with clear, absolute, and exact facts and values. Abstract information processors, on the other hand, focus on the big picture and general information before they make their decision.

The third dimension is risk. What kind of risk taker are you when you make a big decision? How do you deal with struggles and challenges when you face a tough decision. Two types of risk takers here: conciliators and challengers. Conciliators prefer to be cautious and avoid risks. They avoid taking actions that might involve losing too much. The other type is the challenger. And a challenger will take a more extreme and risky choice in order to get a greater gain, even if the situation has a good chance of turning out badly.

The fourth dimension is decisiveness—how fast you make the decision, and how quickly you take steps towards implementing your decision. For this dimension, the two types of decision makers are called organized and flexible. Organized decision makers are quick to choose: bang, come on, make a decision, and also quick to act upon their decisions: OK, let's do it! They commit their energy and time sooner than others. Flexible decision makers, on the other hand, are slow to choose and also slow to act upon their decisions. They tend to change plans frequently, and they also procrastinate or postpone their plans unless they become absolutely necessary.

So that's the theory: four dimensions of decision making. Where do you stand in each dimension? There's no right or wrong way to make a decision, but by understanding our own decision-making styles, we can make more effective, well-informed, and conscious decisions.

# INTERACTION LINK

## Get a Life

1. Have students work individually and fill in the “Me” column of the chart. *T: Work by yourselves. The main decisions are in the areas of career, education, location, housing, marital status, spouse/significant other, children, and pets. Look at the choices for each main decision each item, and in the “Me” column, (point to the “Me” column) make a check for the choice you would prefer. Allow about 5 minutes for students to complete the chart.*
2. Have students work in pairs and interview a classmate, filling in the “Person A” column of the chart. *T: In pairs, interview each other about your preferences. For the first person you interview, make checks in the “Person A” column. Discuss your answers, especially when you have different choices. Give your reasons for your opinions and preferences.*
3. Have students interview a new partner, and fill in the “Person B” column. *T: When each of you has finished, find a new partner, and do the same thing—this time make your checks in the “Person B” column.*

## Options

**Short Version** (15–20 minutes):

As above. (Include options from the Long Version if groups finish early.)

**Long Version** (30–60 minutes):

Have students create a large version of the chart on the board, and poll the whole class to see how many people chose each option. When the complete class data is up on the board, have them break into small groups (three to four people) and discuss any of the decisions/preferences that they feel are interesting.

## LEXICAL MAP

By the end of Unit 5, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Thinking About Things

I'll think about it.  
I don't know about that.  
I've been thinking (about) ...  
On the other hand ...  
pros and cons  
The problem with ... is ...  
What's the problem?  
tend to think

### Making Decisions

figure out  
Make up your mind.  
Let's do it.  
stick with  
That sounds good.  
Why don't you/we ... ?

### Describing Decisions

messy  
stressful  
risky  
flexible  
firm  
tough  
concrete

### Collocations

make  
reach  
come to  
announce  
reverse  
... a **decision**  
final  
conscious  
right  
wrong  
... **decision**

# REVIEW UNIT 1: (Units 1–5)

**Part 1:** pages 28–29  
**Part 2:** pages 30–31

**Part 1 Audio:** CD 1, track 43  
**Part 2 Audio:** CD 1, tracks 44–53

## Unit Overview

In this unit students review vocabulary from Units 1–5 and listen again to sample extracts from the Listening Task and Real World Listening sections.

### Part 1 Focus

Students will review selected vocabulary, in short contextualized sentences, from the previous units. They will listen to sentences and write the missing vocabulary.

## Part 2 Focus

Students will listen to selected extracts again and answer multiple-choice questions about each extract.

### Topics

**Unit 1.** Relationships

**Unit 2.** Identity

**Unit 3.** Advice

**Unit 4.** Family

**Unit 5.** Decisions

## REVIEW

### Before the Review

Before students listen to the Review Unit, take some time to review Units 1–5. This can be done in the following ways:

1. Have students work in pairs. Ask them to read aloud each Warm Up section, and then look over the other sections.
2. Work together as a whole class to review one unit at a time. Go over the completed Warm Up activity and the Useful Expressions for each unit. This will help students to recall the language they learned in the Listening Task and the Real World Listening sections as well.
3. Play the Real World Listening extracts again as students listen and review their answers in the Student Book.

### Part 1

1. Have students turn to page 28 in the Student Book and work individually. Explain the task. *T: Listen to the speakers and fill in the missing words.*
2. Play the audio (CD 1, track 43).
3. Review the answers with the students, and discuss any questions they may have. *T: (name). What did you get for sentence (1)?*

### Part 2

1. Have students turn to page 30 of the Student Book and work individually. Explain the task. *T: Listen to the conversations and choose the correct answer.*
2. Play the audio. (CD 1, tracks 44–53).
3. Review the answers with the students, and discuss any questions they may have. *T: (name). What did you get for number (1)?*

### Presentation Follow-up

1. Circulate and evaluate how well the class as a whole did on the review. Note any questions that were a problem for many students.
2. Use students' scores to help you decide in which units to do additional review.
3. Remind the whole class to use the Self-Study section at home to review each unit after you complete it in class.
4. Ask students to think about their progress. *T: Think about your goals for studying English. What are two things you will try to do to improve your English?*
5. Review test-taking techniques. *T: Look at your answers in Part 1. Did you lose points because you didn't write complete words? Look at your answers in Part 2. Did you mark your answers clearly?*

### Teaching Tip

Point out to the students that on a standardized test it is important to read the directions carefully and to mark their answers clearly and completely. Explain it is also important to understand how many points each question is worth. This will help them in their time management as they take a test.

### Modifying the Presentation

The presentation of the Review Unit can be modified depending on the level of a class.

To make the Review Unit less challenging, do it together as a whole class activity. Play each item, then pause and answer together.

To make the Review Unit more challenging, keep student books closed. For Part 1, have students write the complete sentences as a dictation rather than just writing the missing words. For Part 2, read each question in the student book aloud. Have students listen and then formulate their own written response rather than just identifying the correct response from the answer choices provided in the student book.

# REVIEW UNIT 1: (Units 1–5)

## SCRIPT

### Part 1

1. After our band got some popularity, we drifted apart, and now we're each going our own way.
2. I've just realized what my true calling is. I'm going to be a radio announcer!
3. My parents hope my brother will take over for them in the noodle shop, but he wants to be a pro golfer.
4. You would assume that Carrie wasn't a very good student, since she's such a star tennis player, but she's getting straight A's.
5. Manny acts like a real nerd at school, but you ought to see him on the dance floor!
6. Everyone who ever picks up a guitar dreams of making it big, but most never even get a chance.
7. I thought Michael would give up poetry within a month, but he's really sticking to it.
8. My boyfriend is so possessive. He won't even let me join a study group if there's another guy in it.
9. She has a tantrum if I smile and say "hi" to someone else.
10. My mother's a real fanatic about Korean TV dramas. She never misses an episode.
11. My brother is insanely devoted to Seattle Mariners baseball.
12. He was watching a game, and when I asked to see my favorite program, he completely freaked out.
13. I'm glad to see Michelle so happy with her new boyfriend, but the downside is that she never has time for her friends anymore.
14. If you can't make up your mind about which bicycle to buy, try weighing the pros and cons of each type.
15. Right now, I'm leaning toward taking biology class, but I kind of want to take photography instead.

### Answers

1. drifted apart
2. true calling
3. take over for
4. getting straight A's
5. real nerd
6. making it big
7. sticking to it
8. possessive
9. tantrum
10. fanatic
11. devoted
12. freaked out
13. downside
14. weighing the pros and cons
15. leaning toward

# REVIEW UNIT 1: (Units 1–5)

## SCRIPT

### Part 2

1. **A:** So, Terry, how have you been?  
**B:** Good, good.  
**A:** How are things going? Did you graduate this year?  
**B:** Me? Nah! I went to State, but after my second year, I realized that what I really want to do is take over for my mom in the restaurant.  
**A:** Oh, that's right. Your family owns a little restaurant. Well, I mean, it's not so little, but ...  
**B:** So I came back home and started apprenticing as a chef.  
**A:** Really? That is so cool!
2. **A:** Hi, Kate. It's me, Cindy Lohan. You remember me, don't you?  
**B:** Cindy, Cindy. I can't seem to place the name. Oh, my gosh, yes! I do remember you! But ...  
**A:** But what?  
**B:** Well, it's just that you don't look like the free-spirited Cindy I remember. You look so, so normal.  
**A:** Normal? I guess you're referring to my hair?  
**B:** Yeah. I mean, you're just a regular brunette now. When I knew you, you always had your hair dyed some interesting color. Blue one day, pink the next.  
**A:** Well, I'm a lawyer now. Most judges have a thing against pink hair.  
**B:** I can see your sense of humor hasn't changed much.
3. **A:** Hey, Kayla. Can I borrow your notes from today's math class?  
**B:** Yeah, sure. Just make sure to give them back to me before my band plays tonight. I need time to study.  
**A:** Did you say your "band"?  
**B:** Yeah. I'm in a band called "Rock Hard." I play the drums.  
**A:** You're kidding! You play the drums for a rock band? I never would've guessed.
4. **A:** Oh, my gosh. You won't believe this!  
**B:** What? What happened, Katie?  
**A:** You know that guy Brett, from the football team?  
**B:** Oh, yeah, the big, dumb jock. What did he do this time?  
**A:** He gave me a poem.  
**B:** A poem?  
**A:** I mean, it's beautiful! It's romantic and it's full of imagery. I just couldn't believe it came from him.
5. **A:** So, Jerry, have you thought about where you're going to live after you graduate in June?  
**B:** Uh, yeah. I think I'm going to move back in with my folks, save a little money, you know.  
**A:** Your folks? You gotta be kidding! Don't you think it's time to leave the nest?  
**B:** Um, yeah, I guess. But it's not like it's gonna be for ever. Just until I can save up enough money to ...  
**A:** I gotta say man, I think it's a mistake.

# REVIEW UNIT 1: (Units 1–5)

## SCRIPT

### Part 2 (continued)

6. **A:** So, Lucie, do you have anyone special in your life?  
**B:** No. Not right now. It's been a while since I've dated anybody.  
**A:** Well, what have you been doing about it? You know, you can't meet someone sitting at home on your couch on Friday nights eating chocolate ice cream. You've got to get yourself out there, girl!  
**B:** Well, I don't know. Meeting someone at a bar or club just isn't for me.
7. My sister is a really strict vegan. It's not for religious or health reasons. It's just she's just a little nuts. Every time she comes over for a family dinner we have to make a special dish just for her. And if, like, the fork we've used to serve some meat even touches her plate for a split second, she freaks out and has to get another plate. Recently, she started this new thing where she can't even eat any vegetables that are cooked. They have to be raw.
8. My brother Andrew is really into TV and movies and, um. How can I put this nicely? He can get pretty extreme about it. He's always pretending to be a character from a movie or TV show. Now when he was twelve or thirteen, he used to watch the TV show Star Trek all the time, and he'd go around talking exactly like Mr. Spock.
9. **A:** Honey, I've been thinking.  
**B:** Huh?  
**A:** I've been thinking. I think I'd like to go back to work.  
**B:** Really? Why?  
**A:** Well, the kids are growing up. Jenny is off to university, and Ted is going to be in high school next year.  
**B:** Uh huh, yeah, right?  
**A:** Well, I just don't think I need to be a stay-at-home mom anymore.

10. **A:** What do you think about getting a puppy, Rick?  
**B:** A puppy? Why would we do that?  
**A:** Well, I was at the supermarket today, and there was this guy with a box of Labrador puppies out front, and they were so cute.  
**B:** Yeah, of course they're cute. Puppies are always cute. But they're messy, too.

### Answers

- c. At his family's restaurant.
- a. So normal.
- b. Her math notes.
- b. He's a jock.
- d. He wants to save money.
- a. Go out and look for a date.
- d. For no real reason.
- b. He thinks it's extreme.
- c. She's a stay-at-home mom.
- c. A puppy is so cute.

# UNIT 6: Language

**Main Activities:** pages 32–34

**Interaction Link:** page 35

**Self Study:** page 85

**Warm Up:** CD 1, Track 54

**Listening Task:** CD 1, Tracks 55–58

**Real World Listening:** CD 1, Tracks 59–62

## Unit Overview

In this unit students listen to extracts about different kinds of English used in the world. Students have an opportunity to talk about situations non-native speakers of English may face, accents, slang, and their views on standard English.

## Warm Up Focus

Students will review and expand their vocabulary related to different varieties of English around the world. This vocabulary is useful for talking about: learning and using English, accents, native and non-native speakers, using language at work.

## Listening Task Focus

What do these people need English for? What problem is the person talking about? How does the listener respond?

## Concept Check

Standard English: Should everyone speak the same way?

## Real World Listening Focus

Students will: listen to Sumi at a job interview; discuss what Sumi should do; discuss jobs that can be done by native or non-native speakers.

## Interaction Link

English or Englishes?

## WARM UP

### Preview

1. Ask students to name countries where English is spoken. *T: Where is English spoken as an official language? Can you name some other countries where English is spoken? Do all of these types of English sound the same? List the countries on the board as students say them.*
2. Take a quick survey of the class to find out how students feel about the subject. *T: Who thinks that there should be just one type of English spoken everywhere? Why?*
3. Introduce the unit. *T: Today's unit is called "It's hard to understand him sometimes." What do you think this unit is about?*

### Warm Up

1. Have students work individually. Explain the activity. *T: Look at the word box in your books. Read each paragraph and write one of the words or phrases on the blank lines.*
2. Allow the students a few minutes to finish. *T: Now listen to the sentences and check your answers.*
3. Play the audio (CD 1, track 54).
4. Elicit answers from students. *T: Please read the first sentence for Young-Hae.*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**expert** = someone who has advanced knowledge or skill

**slang** = words or phrases that have a special meaning for a group of speakers of that language

**to apply** = to formally try for a job

**dialect** = a version of a language spoken in a specific region or by a group of people

**come in handy** = be useful

**to pick up** = to learn

### Useful Expressions

Review the list of Useful Expressions.

**It's hard to pick up ...** = It's hard to understand.

**I think it's useful to ...** It's important to ...

**She has a heavy accent.** = Her accent is quite strong

**I need to work on my accent.** = I need to practice to make my pronunciation clearer.

**I have a hard time understanding ...** = ... is unclear to me.

### Pairwork

Have students work in pairs. *T: Discuss the questions with your partner. Which of these ideas do you agree with? What different kinds of English have you heard? Where did you hear them?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

**Young-Hae:** I think teachers who work in the United States and the UK should be **native** speakers of English. There are so many varieties of English that I can never be an **expert** in all of them.

English has a lot of **slang**. How am I supposed to know that a "hot" pair of jeans means the same thing as a "cool" pair of jeans?

I would be worried about **applying** for a job in the United States. What if they didn't think my English was good enough?

**June:** I don't mind if my teacher has a different **accent** than I'm used to, as long as I can understand what he or she is saying.

I think it's useful to have some knowledge of different **dialects** of English. That knowledge will **come in handy** when I travel.

The large number of slang words in English is **amazing**.

There is a lot to **pick up!**

I think companies should **hire** non-native speakers of English if they are qualified to do the job.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. Where are the people?*

## Teaching Tip

Whenever there are photographs or illustrations available, remind students to use these graphics to help them predict what they might hear. One of the best things a teacher can do is to remind students that their predictions do not have to be correct. This reinforces the idea that the purpose of this prediction task is to prepare them to actively listen.

## First Listening

1. Explain the activity. *T: Listen and make a check in the boxes to answer the question, "What are the people talking about?"*
2. Play the audio (CD 1, tracks 55–58)
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you write for number (1)?*

### Answers

1. Australian slang
2. a teacher who is hard to understand
3. learning to imitate an accent

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**g'day** = Australian for hello or goodbye ("good day")

**down under** = in Australia ("under" the equator)

**Action!** = a phrase used by directors to get actors to start acting

## Second Listening

1. Explain the activity. *T: Listen again. This time, listen for the main idea. Write T for true and F for false.*
2. Play the audio (CD 1, tracks 55–58).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). What did you write for number (1)?*

### Answers

1. T, F, T
2. T, T, F
3. T, T, F

## SCRIPT

1. **A:** Hey, Andrew! You're back from Australia.  
**B:** Yeah, just got back yesterday.  
**A:** Well, g'day, mate! How did you like my homeland?  
**B:** Oh, man, it was great! The people were so friendly. The weather was great. And some of the Australian slang you taught me really came in handy.  
**A:** Oh, yeah. I bet you picked up some more while you were there.  
**B:** Yep. Mm, lemme see. I know "mozzies" are "mosquitoes," and "tucker" means "food." And, of course, Australian English is called "Strine."  
**A:** Not bad, mate! A few more trips down under and you'll be an expert in Strine!
2. **A:** So, how did you like Professor Lee's class?  
**B:** Man, I don't know.  
**A:** What do you mean?  
**B:** I mean, it's hard to pick up what she's saying. Her English is so hard to understand.  
**A:** You think so?  
**B:** Yeah. She has a strong accent, you know.  
**A:** Well, yeah, but everyone has an accent. Even you have an accent! Hers is just different from yours, that's all.  
**B:** Sure is.  
**A:** Don't worry about it, though. You'll get used to how she talks.  
**B:** Maybe, but I'm having a really hard time understanding her right now.

- A:** Well, maybe you should just pay attention to what she writes on the board. She writes on the board a lot. I think she knows that some people need to get used to her.
3. **A:** OK. Places everyone! Gone with the Wind, scene 25, take 2. And action!  
**B:** Rhett, I only know that I love ...  
**A:** Cut! Cut! Cut! Julia, you've got to work on your Southern accent. You just don't sound like Scarlet.  
**B:** I know, I know. I'm just not getting it for some reason.  
**A:** OK. It's not that hard. Now, listen. In the southern dialect of American English, the pronoun "I" sounds like "Ah." I love you, Rhett.  
**B:** OK. Lemme try this again. Aaaaah. I only know that I love you.  
**A:** Better. Now another thing. "R" sounds at the end of words are often dropped. So, for example, you say "suga'," not "sugar."  
**B:** OK. Don't botha me anymo'. And don't call me suga'!"  
**A:** Much better! All right, places everyone! We're going to try this again. Lights, camera, action!

# REAL WORLD LISTENING

## Concept Check

Standard English: Should everyone speak the same way? It's important that students are thinking about the key concepts underlying the conversations. To stimulate their thinking, ask questions like these: *Which variety of English do you like the best? Which is easiest to understand? Should everyone speak English with the same accent? Does everyone in your country use the same accent? How is that good? How is it bad?*

## Prepare

1. Introduce the activity. *T: Look at the pictures. What do you think these two women are talking about?*
2. Play the audio (CD 1, track 59) to explain the directions. *T: Sumi is applying for a job at a travel agency in New York. Check the boxes for the jobs you think she is applying for. If you check "another position," write your idea.*
3. Elicit the answer from students. *T: Which boxes did you check? Did anyone check "another position"? What job did you write?*
4. Play the audio (CD 1, track 60–62). *T: Listen and check your predictions.*

## Answer

Department manager

## Get the Main Ideas

1. Explain the directions. *T: Read the questions before listening.*
2. Allow students some time to read and write their answers. *T: Now listen and write your answers.*
3. Play the audio (CD 1, tracks 60–62).

## Answers

1. A management job (manager)
2. A bachelor's degree in travel industry management, five years experience, management experience
3. Customer service representative.
4. She thinks they were worried about her English.
5. She'll accept the job and show them how good she is.

## Respond to the Ideas

1. Put students into small discussion groups. *T: Discuss the questions in your groups. Allow at least 10–15 minutes.*
2. Encourage students to discuss their own questions.
3. Elicit answers about Question 1. *T: Group (1), do you think Sumi made the right decision? What would you have done?*
4. Elicit answers about Question 2. *T: Are there any jobs that can only be done by native speakers? What jobs? Why?*

## Extension

Ask students to comment on one of the situations below to expand the discussion on varieties of English.

**Situation 1:** After spending ten years studying American English, you go to London and some people tell you that you have a bad accent.

**Situation 2:** An English teacher teaches mostly slang and swear words, explaining that they will hear them often.

**Situation 3:** After studying in Australia, you use Australian expressions on the Internet. Everyone in the chat room is convinced that you are Australian.

**Situation 4:** You are studying at a university in the U.S., and many native speakers ignore you in class discussion.

## SCRIPT

### Part 1. Sumi interviews for the job.

**Jennifer:** Tell me how your background and experience have prepared you to be a manager in our travel company.

**Sumi:** Well, as my resume shows, I have a bachelor's degree in travel industry management from an American university, and I worked for five years in one of the top travel companies in Japan. After two years I was promoted to a management position that was very similar to the job you are offering here.

**Jennifer:** I see. So you have supervised people in your previous position.

**Sumi:** Yes, actually, I supervised a staff of about twenty people.

### Part 2. Sumi gets an offer.

**Sumi:** Hello?

**Jennifer:** I'm calling for Sumi Wilson.

**Sumi:** This is Sumi.

**Jennifer:** Hi! This is Jennifer Bates of World Trek travel agency. I'm calling with what I hope will be good news.

**Sumi:** Yes?

**Jennifer:** We'd like to offer you a position as a customer service representative.

**Sumi:** Sorry, but did you just say customer service? I was applying for the management position.

**Jennifer:** Yes, I know. Actually, we've hired someone else for the management position. But we really liked you, so we'd like to hire you in customer service.

**Sumi:** I see. Well, since I was hoping to get the management position, I think I'll need to think about this. Could I call you back tomorrow?

### Part 3. Sumi talks to her husband.

**Rick:** Hello?

**Sumi:** It's me. World Trek called.

**Rick:** So, did you get the job?

**Sumi:** No, but they offered me a job as a customer service representative, selling and leading tours to various places in Asia.

**Rick:** That's not fair! You were perfect

for the management job!

**Sumi:** That's what I thought, too. But I honestly think they were worried about my English. I'm sure they want a native speaker to be the manager.

**Rick:** But that's ridiculous! Your English is great. You know, if that's their attitude, I'm glad you're not going to be working there.

**Sumi:** Actually, I've been thinking about it a lot, and I really want to accept the job as a customer service rep.

**Rick:** What? Why?

**Sumi:** Well, it's a good chance to show them how much I know, what I can do. And they can see for themselves how good my English is, too! Then, whenever the next management position comes up, they'll know I'm the perfect choice!

**Rick:** Well, in that case, go for it! And let's go out for dinner tonight to celebrate!

# INTERACTION LINK

## English or Englishes?

1. Have students work individually. Explain the instructions. *T: Read the five statements under “Find someone who believes ...” Then think of two more sentences about English around the world and write your two sentences. Allow no more than five minutes for students to write their two sentences. If the task proves to be difficult individually, you may want to put students into pairs or groups of 3.*
2. Have students walk around the room and ask classmates questions about the sentences. *T: Walk around the room and talk to one person at a time. Ask a question about one of the sentences on your chart—for example, for the first one, “Do you believe American English should be the standard taught worldwide?” If that person says yes, write their name and ask why they think so. Write their reason. If they say no, ask them if they agree with any of the statements on the chart. Write their answers. Then switch and let that person ask you. When you’ve done that, find another person and do the same thing. If they have the same opinion as someone else, you can write their name, too. Continue until you finish filling out your chart or until time is up.*
3. Check how many students agree with each statement. *T: How many of you think American English should be the standard taught worldwide?*

## Options

### Short Version (15–20 minutes):

Play this game as above. (Include options from the long version if students finish early.)

### Long Version (Option A) (30–60 minutes):

1. Play the short version, but do NOT do Step 3. Put students into pairs and ask them to choose one of the sentences that interests them. *T: Choose one of the sentences that you think is especially interesting—it doesn’t have to be one that you agree with. Allow 5 minutes for pairs to discuss and choose.*

2. Have them survey everyone in the class about their sentence. *T: Take a survey of everyone in class. Ask them whether they agree or disagree with your sentence. (Another option is to have them use a 1–4 scale, where 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree.)*
3. Have them tally their results. *T: After you have asked everyone in class, count up the number of agrees and disagrees. (If you used the 1–4 scale, have them calculate an average score for the class.)*
4. Have students report to the class. *T: (name). What were your results? Is that similar to what you expected?*

### Long Version (Option B) (30–60 minutes):

1. Play the short version. As you ask questions for Step 3, use the board to keep track of how many people agreed and how many disagreed.
2. Choose one of the sentences that has a balance of students who agreed and disagreed. Ask those who agreed to get into pairs, and those who disagreed to get into pairs. Put one pair of each answer together into a group of four. *T: One more time, who agrees with (for example) sentence number 5, that you can learn as much or more by speaking English with other non-native speakers? All of you move to this side of the room, and get a partner. Now who disagrees? All of you move to the other side of the room and get a partner. Does everyone have a partner? Good. Now, you and your partner cross the room and find another pair who has the opposite belief.*
3. Have the foursomes discuss their reasons for their beliefs. *T: Talk about your beliefs about this sentence, and explain why you believe the way you do. Allow students to talk for 10–15 minutes. Be sure that both sides have an opportunity to argue their points.*
4. Poll the class to see if anyone changed their mind. *T: After discussing this topic, did anyone change their mind? (name). Why did you change your mind?*

## LEXICAL MAP

By the end of Unit 6, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Language

accent  
dialect  
gestures  
communicating  
conversation  
speech  
interview

### Responses

That’s what I thought.  
You get used to  
You think so?  
What do you mean?  
That’s not fair.  
Don’t worry about it.  
I don’t mind.  
What if they ... ?

### Collocations

English  
foreign  
spoken  
spoken  
written  
natural  
... language

standard  
spoken  
good  
American  
written  
British  
... English

# UNIT 7: Personality

**Main Activities:** pages 36–38

**Interaction Link:** page 39

**Self Study:** page 86

**Warm Up:** CD 1, Track 63

**Listening Task:** CD 1, Tracks 64–68

**Real World Listening:** CD 1, Tracks 69–71

## Unit Overview

In this unit students listen to extracts about finding life partners. The students have an opportunity to talk about themselves and what they find appealing in others.

## Warm Up Focus

Students will review and expand their vocabulary related to talking about their partners or potential partners. This vocabulary is useful for talking about: physical and personal qualities of a potential partner, things people like to do, first impressions.

## Listening Task Focus

What do you think these people are like? What do these people say about themselves? What kind of person is each speaker looking for?

## Concept Check

Compatibility: What qualities are important in an “ideal” partner?

## Real World Listening Focus

Students will: listen to a conversation in which Amy and Luis talk about each other, discuss ways that Luis and Amy’s impressions of each other changed over time; discuss qualities they want in their life partners.

## Interaction Link

Matchmakers

## WARM UP

### Preview

1. Ask students to talk about famous people they would like to go out with. *T: Name some famous people you would like to go on a date with. What good qualities do these people have? What bad qualities do they have?*
2. Put students into groups of 3 or 4. *T: In your groups, think of qualities that are important for a partner for life.*
3. Introduce the unit. *T: Today’s unit is called “She’s not my type.” What do you think this unit is about?*

### Teaching Tip

Encourage students to use English outside of class. Ways of doing this include study groups, language meetings, English clubs, and English chatrooms online.

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Read each paragraph and write one of the words or phrases on the blank lines.*
2. Allow the students a few minutes to finish. *T: Now listen to the sentences and check your answers.*
3. Play the audio (CD 1, track 63).
4. Elicit answers. *T: (name). Please read the first sentence.*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**to warm up to** = get used to, begin to like after a while

**to click** = get along well together

**to fall for** = to fall in love with

**to be blown away by** = to be greatly impressed with

**quality time** = time spent doing something one cares about

**commitment** = devotion to someone or something

### Useful Expressions

Review the list of Useful Expressions.

**She might be “the one.”** = She might be the person I want to spend the rest of my life with.

**She’s not my type.** = She isn’t the kind of person I’m usually attracted to.

**We just “click.”** = We get along with each other really well.

**It was love at first sight.** = We were in love right away.

**He’s my “knight in shining armor.”** = He’s perfect for me.

### Pairwork

Have students work in pairs. *T: Discuss the questions. Do you agree with the statements in the Warm Up? What do you look for in a partner?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. The guy has to be **attractive** or I won’t date him.
2. I don’t need to be **blown away** by the girl’s looks, but she should have a nice smile.
3. I like to spend money, so I need someone with a good **income**.
4. It takes me a few months to **warm up to** people. But then I start to feel comfortable with them.
5. I can usually tell within the first few minutes of meeting someone whether or not we **click**.
6. I want a guy who’s **sensitive**. He should consider my feelings and opinions.
7. I tend to **fall for** women who have a sense of humor.
8. I’m not interested in making a **commitment** at this point in my life. I just want to have fun!
9. I don’t want somebody who’s so busy with work that he can’t spend **quality time** with me.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What do you think these people are like?*

## First Listening

1. Explain the activity. *T: Listen and make a check in the boxes under the pictures to answer the question, "What do these people say about themselves?"*
2. Play the audio (CD 1, tracks 64–68).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you write for number one?*

### Answers

1. **Michael**—age: 32, marital status: divorced, hobbies: dancing, surfing
2. **Anita**—age: 34, employer: corporation, interests: nature
3. **Jack**—age: 28, personality: sensitive, hobbies: bodybuilding, movies, golf
4. **Cora**—age: 24-26, requirement: come from a good family, interests = romantic dinners, walks on the beach, talking

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**what someone is like** = the personality and other qualities of a person (**Note:** "What is someone like?" is very different from "What does someone like?")

**to try again** = to get married again

**to have one's own life** = independent, knowing what they want to do with one's life

**lifetime commitment** = to get married, want to be with one person for one's whole life

**hopeless in the kitchen** = completely unable to cook

**to come from a good family** = (usually) to come from a wealthy family, a respected family, or an upstanding family

## Second Listening

1. Explain the activity. *T: Listen again. "What kind of person is each speaker looking for?" Check the boxes with the correct answers.*
2. Play the audio (CD 1, tracks 64–68).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from different pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). What did you write for number (1)?*

### Answers

1. a casual relationship/a fun person
2. an independent person/an honest person
3. a good cook
4. an intelligent person

## SCRIPT

1. Hi! I'm Michael. I'm a 32-year-old white male. I'm divorced, and I want to try again with the right lady. I like rock music, dancing, and surfing. I'm looking for an attractive woman who likes to party as much as I do. Surfing experience is a plus, but not necessary. If you're willing to learn, I'm willing to teach you!
2. I'm Anita and I'm a 34-year-old African-American woman. I'm single and I work for a major corporation. I'm also very involved with the environmental organization Greenpeace, so respect for nature is a must. I'm looking for a single professional man, 35 to 40, who already has his own life but wants to share quality time. He has to be honest above all else.
3. Hi, my name is Jack. I'm a sensitive 28-year-old guy. I'm ready for someone who wants a lifetime of commitment. I'm into bodybuilding, movies, and golf. I have a great job with a good income, so you don't have to be rich, just fun to be with. But I'm hopeless in the kitchen, so you have to be able to cook. Let's get to know each other and enjoy life together!
4. My name is Cora, and I'm a single Chinese-American woman. I'm in my mid-twenties. If you love long walks on the beach, candlelight dinners, and intelligent conversation, I'd like to meet you. I want a man who comes from a good family, likes to read, and has a good sense of humor. Are you my "knight in shining armor?"

# REAL WORLD LISTENING

## Concept Check

Compatibility: What qualities are important in an “ideal” partner? Check that students understand the main ideas with questions like these: *Do you believe your “ideal mate” exists somewhere in the world? How will you know this person is “the one”? What qualities do you look for in a person? Do most people in your culture agree? Are some ideal qualities the same in all cultures? Have you ever been interested in someone who doesn’t have the qualities you want?*

## Prepare

1. Introduce the activity. *T: Look at the pictures at the top of the page. What do you think these two people will talk about?*
2. Play the audio (CD 1, track 69) to explain the directions. *T: Check the boxes next to your answers.*
3. Play the audio (CD 1, tracks 70–71). *T: Listen and check your predictions.*
4. Check prediction results.

## Answers

**Amy** (about Luis): He’s handsome./He’s funny.

**Luis** (about Amy): She’s attractive./She’s independent.

## Get the Main Ideas

1. Explain the directions. *T: Read all of the statements before we listen.*
2. Allow students some time to read. *T: Now listen and check the statements used to describe Luis and Amy.*
3. Play the audio (CD 1, tracks 70–71).
4. Elicit answers from students. *T: (name). Which statements describe Luis? Which ones describe Amy?*

## Answers

**About Luis:** He looks like a Greek statue./He’s sweet and funny./He’s easy to be with.

**About Amy:** She’s thin./She’s aggressive./She’s independent.

## Respond to the Ideas

1. Put students into small groups. *T: Discuss each of the questions in your groups. Allow at least 10–15 minutes.*
2. Encourage students to discuss their own questions.
3. Elicit answers from a few groups about Question 1. *T: Group (1), how did Luis and Amy’s ideas about each other change over time?*
4. Elicit answers from a few groups about Question 2. *T: Group (2), what is important to you when you first meet someone? What things do you want in a person you would spend your life with? Are they the same things?*

## Extension

To expand the discussion of compatibility, have students talk about one of the following situations.

**Situation 1:** The person you’re dating seems perfect, but on the way home, she/he tells you about her/his daughter.

**Situation 2:** A guy is dating two women, but doesn’t tell either of them.

**Situation 3:** You fall in love with someone through chat-room communication. When you meet face-to-face, this person acts completely different than online.

**Situation 4:** Your best friend, whom you have a crush on, keeps setting you up on blind dates.

## SCRIPT

### Part 1. Amy talks about Luis.

**Amy:** I know I have a picture of Luis around here somewhere. Oh, here it is.

**Becky:** Wow, he’s so handsome! He looks like a Greek statue.

**Amy:** Yeah, he is very attractive. But I didn’t think so when I first met him.

**Becky:** You didn’t?

**Amy:** No. You know what I noticed when I first met him? He has really hairy hands.

**Becky:** What?

**Amy:** Yeah. His hands are just really hairy. Plus, his clothes were way more fashionable than I usually like. He just wasn’t my type. And on top of all that, he was shorter than me.

**Becky:** So how come you went out with him?

**Amy:** Well, he was just really sweet and funny, and I was so comfortable just hanging out with him. And the first time we went out he just swept me

away with his personality.

**Becky:** Really, how?

**Amy:** He was just really easy to talk to.

**Becky:** But still, if all those things bothered you, about his hands and all.

**Amy:** Well, you know, none of that was important once I got to know him more. His personality and the way we got along just made it clear to me that he is “the one.”

**Becky:** So, when’s the big day?

### Part 2. Luis talks about Amy.

**Bob:** Luis, I’m so happy for you and Amy.

**Luis:** Thanks. She’s a great girl. And she’s perfect for me. We just “click,” you know?

**Bob:** So then I guess you just always knew she was the person for you?

**Luis:** Well, not exactly.

**Bob:** It wasn’t love at first sight?

**Luis:** No. But don’t tell Amy that. She’s such a romantic. She’d probably like it

if I said I fell for her immediately.

**Bob:** But you didn’t?

**Luis:** No. It took me a while to warm up to Amy. She just wasn’t my type.

**Bob:** Really? Why? Didn’t you think she was attractive?

**Luis:** Well, she was so thin and athletic. I usually like a girl with a few curves.

**Bob:** Then what made you decide to ask her out?

**Luis:** I didn’t. She asked me out!

**Bob:** She did? And how did you feel about that?

**Luis:** I wasn’t sure at first. But you know, I ended up really liking that part of her personality. She’s independent and she goes after what she wants. And once I started looking at her more, I really liked her physically.

**Bob:** Well, you two sure make a great couple!

# INTERACTION LINK

## Matchmakers

1. Have students work individually. Explain Step 1.  
*T: Imagine you want to meet someone through a dating service. Fill out the “Dating Profile” chart about yourself. Allow 5–10 minutes for students to fill out the chart.*
2. Have students work in pairs, and interview each other, then write a profile of their partner in paragraph form.  
*T: Get with a partner and interview your partner about the items on the “Dating Profile” chart. Then switch and let your partner interview you. When you finish, write a profile of your partner in paragraph form, as if you were going to put it on a dating website.*

## Options

### Short Version (15–20 minutes):

Do this activity as above. (Include options from the long version if students finish early.)

### Long Version (30–60 minutes):

1. After doing the short version, put three pairs together into groups of six. Have them mix up profile paragraphs, so no one knows whose is whose. Then have them choose one paragraph and read it aloud. The group members have to guess whose profile it is, and write their answer. *T: Three pairs join together into a group of six people. Mix up all your paragraphs together. Then one of you can choose one of the paragraphs and read it aloud. Everyone has to write who they think that paragraph is about. Then do the same thing with the other five paragraphs. When you’re finished, check to see how many you got right.*
2. If there is still time remaining, have the groups of six look again at one of the profile paragraphs, and choose a famous person that they think would be a good blind date. *T: Look again at one of the paragraphs. Discuss famous people that you think would make a good blind date for this person. Do the same thing for the remaining paragraphs until you are done, or until time is up.*

## LEXICAL MAP

By the end of Unit 7, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Describing People

tall  
male  
female  
rich  
thin  
sweet  
relaxed  
independent  
casual  
attractive  
sensitive  
divorced  
fashionable

### Collocations

good  
little  
young  
old  
clever  
nice  
other  
big  
lovely  
poor  
new  
naughty  
funny  
... girl/boy

# UNIT 8: Technology

**Main Activities:** pages 40–42

**Interaction Link:** page 43

**Self Study:** page 87

**Warm Up:** CD 1, Track 72

**Listening Task:** CD 1, Tracks 73–77

**Real World Listening:** CD 1, Tracks 78–79

## Unit Overview

In this unit students listen to extracts about technology. Students have an opportunity to talk about problems they have had with technology, and to discuss the pros and cons of computer games and other high-tech entertainment.

## Warm Up Focus

Students will review and expand their vocabulary related to pros and cons of technology. This vocabulary is useful for talking about: security, viruses, and violations of privacy, addictive qualities of technology, convenience of computers.

## Listening Task Focus

What problems do these people have with their computers? Why is the speaker complaining about computers? Which statement do you think the speaker would agree with?

## Concept Check

Video and computer games: A fun release of energy or a waste of time?

## Real World Listening Focus

Students will: listen to Jeff, a video game developer, defend his product; have an opportunity to offer opinions on Jeff's arguments; discuss the pros and cons of video games.

## Interaction Link

Technological Issues

## WARM UP

### Preview

1. Ask students to name some high-tech products. *T: What are some popular high-tech products? List these on the board. Then poll the students. T: How many of you have your own computer? Video games? An iPod?*
2. Introduce the unit and read the introduction aloud. *T: Today's unit is called "Operate with caution." What do you think it's about?*

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Read each paragraph and write one of the words or phrases on the blank lines.*
2. Allow the students a few minutes to finish. *T: Now listen to the sentences and check your answers.*
3. Play the audio (CD 1, track 72).

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**identity theft** = when someone steals your identity information and uses it to buy things with your credit cards

**virus** = a program that damages your computer  
**incompatible** = not able to work well together  
**clogged up** = stuck or stopped from too much of something  
**spam** = unwanted and unasked for e-mail messages  
**update** = a new version of something

### Useful Expressions

Review the list of Useful Expressions.

**You have to worry about ...** = ... is an issue you'll encounter.

**It's a bad influence.** = It makes people do bad things.

**I can't live without ...** = I use ... a lot.

**It lets you get out your frustrations.** = It allows you to release anger or frustration.

**I'm hooked on ...** = I can't stop a certain activity.

### Pairwork

Have students work in pairs. *T: Discuss the questions with your partner. Have you had any of the problems the article describes? Do you think the positives of computers outweigh the negatives?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

Modern Technology: Friend or Foe?

Modern technology has made our lives easier. But have we traded convenience for danger? Let's take a look at the dark side of technology:

Hidden Expenses: Better save up some cash. Program developers are constantly changing their software, and you may need to pay to get the newest **updates**. Getting ready to buy a new computer? You might find that the programs you already own are **incompatible** with your new system.

Security: The Internet has made shopping easy. But it is possible to steal online credit information. That's why insurance companies are offering **identity theft** policies.

You also have to worry about **viruses** that could damage your computer.

Privacy: Many people couldn't live with **e-mail**. But most people could live without spam. Your inbox can get so **clogged up** with cyber junk mail that you spend all your time deleting it. And what about those "cute" **forwards** people send? They might seem funny to some people, but they're annoying to most.

Mental Health: Computers are very entertaining, but have people become too attached? For some, the computer has become an **obsession**. Video games and online gambling are **addictive** activities that can make you a prisoner of your computer.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task. What problems do these people have with their computers?*

## First Listening

1. Explain the activity. *T: Listen and make a check in the boxes that tell what problem each speaker is complaining about.*
2. Play the audio (CD 1, tracks 73–77).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you write for number (1)?*

### Answers

1. Someone stole her credit information.
2. He's had to spend a lot on upgrades.
3. She doesn't like to receive useless e-mails.
4. He's playing video games too much.

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**hilarious** = really funny

**forward** = an e-mail passed on from to people it wasn't originally written to

## Second Listening

1. Explain the activity. *T: Listen again, and check the sentences that you think the speaker would agree with.*
2. Play the audio (CD 1, tracks 73–77).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). What did you write for number (1)?*

### Answers

For each of these, either answer could possibly be correct. Ask students to give reasons for their choices, and to discuss those reasons with people who chose the other answer. *T: Who thinks the answer is the first one, "People shouldn't use their credit cards over the Internet?" Why do you think that's the best answer? Who thinks it's the second choice, "Websites should take additional security measures to protect buyers"? Why do you think that's the best answer?*

## SCRIPT

1. **A:** You wouldn't believe what happened to me.  
**B:** What?  
**A:** Well, I got my credit card bill yesterday, and I was looking it over, and there were all these charges for things I didn't buy. There was a fur coat from some expensive website, and like fifty phone calls to Paris.  
**B:** Oh, no. Did someone steal your credit card?  
**A:** No, I still have the card, but someone must have gotten the number. Sometimes that's all you need to buy something over the phone or on the Internet.  
**B:** Wow, that's scary.  
**A:** Yeah, but I called the credit card company. They have identity theft insurance, so they're going to give me a new card, a new number, and I don't have to pay for any of that stuff.
2. **A:** How's that new computer working out, man?  
**B:** Well, hard to say. It's definitely a cool machine, top of the line. It's got way more memory than my old computer, and it's way faster. The thing is, none of my old software works with it.  
**A:** Really?  
**B:** Yeah, it's a new operating system, so nothing is compatible.  
**A:** Wow.  
**B:** So now I have to buy all the upgrades for all my programs, all the new versions of everything.  
**A:** That's gonna be expensive.  
**B:** Yep. It's really lame.
3. **A:** Hey, did you get the e-mail I sent you today?  
**B:** I think so. It was one of those joke forwards, right? One of the kind that are supposed to be funny.  
**A:** Yeah, it was a picture of an elephant playing baseball. Man, that was hilarious.  
**B:** Yeah, um, actually, I kind of wish you wouldn't send me all those forwards. I end up just deleting them anyhow.  
**A:** Oh, OK. I didn't realize.  
**B:** Sorry, but it's just that I get, like, fifty forwards a day, from you, my mom, my sisters, my coworkers. My inbox is always so clogged up with forwards that sometimes I don't even get to read my real e-mails, important e-mails, you know.
4. **A:** John, you've been playing that video game for hours.  
**B:** I know, I know. It's just that I have to get to level five before I can take a break.  
**A:** Well, you've been playing nonstop every day like this for the past week.  
**B:** Yeah. This game is really addictive. But I promise I'll stop just as soon as I get into the secret room.  
**A:** The secret room?  
**B:** Yeah, but first I've got to get a hold of the golden key.  
**A:** John, just listen to yourself! I think this game is messing with your head.

# REAL WORLD LISTENING

## Concept Check

Video and computer games: A fun release of energy or a waste of time? Check student understanding with the following questions. *T: Who thinks video and computer games are a wonderful invention? Who thinks they are a waste of time? Are many of them too violent? Do you think they influence the way people behave in real life?*

## Prepare

1. Introduce the activity. *T: Look at the pictures. What kind of video game do you think they will be about?*
2. Play the audio (CD 1, track 78) to explain the directions. *T: Check the boxes next to your answers.*
3. Play the audio (CD 1, track 79) *T: Listen and check your predictions.*

## Answers

It's fun. It helps to prevent violence.

## Get the main ideas

1. Explain the directions. *T: Read all the questions before listening.*
2. Allow students some time to read and write their answers. *T: Now listen and make a check in the boxes.*
3. Play the audio (CD 1, track 79).
4. Elicit answers. *T: (name). Which statements did you check?*

## Answers

Video games are just entertainment. People are smart enough to understand the difference between fantasy and real life. No one is going to try to imitate "The Butcher." You'll be more relaxed if you play the game. It's better to let out your anger and frustration in a fantasy game than in real life.

## Respond to the ideas

1. Put students into small groups. *T: Discuss each of the questions in your groups. Allow at least 10–15 minutes.*
2. Encourage students to discuss their own questions.
3. Elicit answers about Question 1. *T: Do you agree with Jeff? Which of his points is the strongest? The weakest?*
4. Elicit answers about Question 2. *T: What do you think of all the new forms of entertainment made possible by computers? What are some of the negative and positive effects?*

## Extension

Have students comment on one of the situations below to expand the discussion on video games.

**Situation 1:** A mothers' group wants the government to set a minimum age for buying or using video games.

**Situation 2:** Six months after "The Butcher" is released, there is an increase in crimes that copy the video game.

**Situation 3:** A coworker plays computer games on his company computer during lunchtime and coffee breaks.

## SCRIPT

**Greg:** Hello, this is "Tech Trek," and I'm your host, Greg McFee. Today we're going to review three new video games that everyone's talking about. First, there's "The Butcher." The player is an undercover cop who used to be a butcher. Imagine that. Super violent, super fast game. Next is "Pirate Party," which is based on last summer's hit movie about a band of pirates that attacks cruise ships and beach resorts. Last is "Marooned on Mars," a video game that takes place in 2250 in an abandoned colony on Mars. The object of the game is to construct a spaceship to get back to Earth. OK, before we get to the reviews, we have a special guest on "Tech Trek"—Jeff Townsend, developer of "The Butcher." Jeff, thanks for coming in today.

**Jeff:** My pleasure, Greg.

**Greg:** So, Jeff. "The Butcher." A lot of people are talking about your game, and most of them are saying it might be too violent.

**Jeff:** Well, it is violent. I mean, it's about a cop, who was once a butcher, who hunts down criminals and chops them up into steaks. There's a lot of blood, a lot of body parts.

**Greg:** Right. I've played the game. There is a lot of blood. And some people have a problem with that. A lot of people think that video games like "The Butcher" actually cause violence, that they're a bad influence on children.

**Jeff:** Yeah, I hear that a lot. But I don't know. To me, video games are just entertainment. I think people can tell the difference between a video game and real life.

**Greg:** Even kids?

**Jeff:** Even kids. I don't think anyone is going to play "The Butcher" and then go out and make criminals into hamburger. You're not going to become more violent if you play "The Butcher."

**Greg:** Maybe so, but ...

**Jeff:** In fact, I was reading the newspaper, and there are some scientists who think that playing violent video games can actually make you less violent.

**Greg:** Hmm. That's interesting.

**Jeff:** Yeah, they say that if you get all your anger and frustration out in a video game, you'll be a lot more relaxed in your regular life.

**Greg:** So if you were a really angry person, it might be a good idea to play "The Butcher," right? You could hack up criminals for an hour, and then go on with the rest of your day in a peaceful, happy mood.

**Jeff:** Exactly. Playing a video game might be better than meditating or seeing a psychiatrist, or anything like that.

**Greg:** But what about this, Jeff? Some people say video games can become an obsession. Some kids play for hours every day. Are video games addictive?

**Jeff:** Well, it's definitely hard not to play "The Butcher" all the time. It's so absorbing.

**Greg:** That it is. Anyway, thanks for joining us on "Tech Trek," Jeff.

**Jeff:** Any time.

# INTERACTION LINK

## Technological Issues

1. Have students work alone. Explain Step 1 of the instructions. *T: Read each issue, and in the box in the “Me” column, write your opinion. Allow five to ten minutes for students to fill out the chart.*
2. Put students in pairs. *T: Interview a partner. Take turns asking the questions in the “Issue” column, and write your partner’s answers in the “My partner” column. Talk about the reasons for your opinions. Do you agree? Did your partner have some reasons that you didn’t think about?*

## Options

### Short Version (15–20 minutes):

Do this interview activity as above. (Include options from the long version if students finish early.)

### Long Version (30–60 minutes):

#### Option 1

After doing the short version, have students find one other person who has the same opinions about all six issues.

*T: Move around the class interviewing partners to find someone who has the same opinions about all six issues.*

#### Option 2

1. Ask students to choose one issue that they feel especially strong about, then find out who chose which issue and move them into groups. *T: Look at all six issues again, and choose one that you have especially strong opinions about.*

Allow one to two minutes for students to decide.

*T: Now, who chose Issue 1, “Do video games cause violence?” Those who raised your hands, go to the back right corner of the room. Then continue to see who chose the other five items.*

2. Have students discuss the issues, and try to convince people who have the opposite opinion. *T: Talk about the issue you chose. Some of you may have opposite opinions. Give reasons that support your opinion, and try to convince the others to change their minds.*

## LEXICAL MAP

By the end of Unit 8, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Tech(nology)

computer  
memory  
e-mail  
network  
software  
browser  
host

### Banking

credit card  
money transfers  
withdrawal  
charge  
check (i.e., write a check)  
account  
bill

### Technology makes you ...

angry  
violent  
dark  
lazy  
addicted

### Collocations

new  
high  
modern  
advanced  
latest  
available  
educational  
... technology

public  
financial  
local  
personal  
false  
... security

# UNIT 9: Living Situations

**Main Activities:** pages 44–46

**Interaction Link:** page 47

**Self Study:** page 88

**Warm Up:** CD 2, Track 1

**Listening Task:** CD 2, Tracks 2–6

**Real World Listening:** CD 2, Tracks 7–8

## Unit Overview

In this unit students listen to extracts about roommates, families, or other people they live with. Students have an opportunity to talk about the people they live with, and problems they have with them.

## Warm Up Focus

Students will review and expand their vocabulary related to the good and bad points of living with other people. This vocabulary is useful for talking about: describing living situations and people you live with, bad habits and annoying behavior, good characteristics, complaining and expressing frustration.

## Listening Task Focus

What problems do you think these people have? What does the speaker complain about? What solution is suggested?

## Concept Check

The people you live with: Do they drive you crazy?

## Real World Listening Focus

Students will: listen to a conversation in which Kara complains about the elderly couple she lives with; discuss suggestions that might help Kara solve her problems; talk about living situations they have had.

## Interaction Link

Major Negatives and Major Positives

## WARM UP

### Preview

1. Take a survey of the class. *T: How many people live with their families? With roommates? How many live alone? How many like their living situation? If you could change it, what kind of living situation would you prefer?*
2. Introduce the unit and read the introduction aloud. *T: Today's unit is called "She's got some unusual habits." What do you think the unit is about?*

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Read each paragraph and write one of the words or phrases on the blank lines.*
2. Allow the students a few minutes to finish.
3. Play the audio (CD 2, track 1).
4. Elicit answers from students. *T: (name). Please read the second sentence and give your answer.*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**curfew** = a time limit (usually set by parents) to make sure that one is home at a specific time

**to give someone space** = to allow someone privacy

**dormitory** = a building at a school with student rooms

**concerned** = worried about

**appreciative** = thankful for something someone does (or doesn't do)

**to barge in** = to enter someone's room or private space without asking or knocking

**to snore** = to make a snorting noise through one's nose or throat while sleeping (Imitate the sound of snoring.)

**annoying** = bothersome, irritating

### Useful Expressions

Review the list of useful expressions.

**What's the big deal?** = Why is it such a big problem?

**You've got it good!** = You're so lucky with your situation.

**He's a little on the messy side.** = He's a little messy.

**I'm a neat freak.** = For me, to be clean is very important.

**You just have to grin and bear it.** = You should smile and not pay too much attention to it.

### Pairwork

Have students work in pairs. *T: Discuss the questions. Do you live with a roommate or your family? What are those people like? Do you have any complaints?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. Now that Krista is in college, she doesn't live at home. She lives in a **dormitory** with other students.
2. Krista likes some of her new responsibilities, but she also thinks that college life has some major **negatives**.
3. One problem is that the students have a 10:00 p.m. **curfew** on weeknights.
4. Another problem is that Krista's roommate, Jasmine, has some **annoying** habits. For example, she leaves her books and clothes all over the floor.
5. Jasmine also **snores** when she sleeps, so Krista has trouble sleeping.
6. The worst part of dorm life is there isn't much privacy. Sometimes Krista's neighbors just **barge in** without knocking on the door.
7. Krista also had problems with her parents. When she first moved out, they called her every day. They were **concerned** about their daughter.
8. At first, Krista was very **appreciative** that her parents cared about her. But after a while, she wanted more freedom and more privacy.
9. Now, Krista's parents only call once or twice a month. They want to give her some **space**.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What problems do you think these people have?*

## First Listening

1. Explain the activity. *T: Listen and make a check to answer the question "What does the speaker complain about?" There might be more than one correct answer.*
2. Play the audio (CD 2, tracks 2–6).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you write for number (1)?*

### Answers

1. noisy neighbors
2. parents go into his room/mom checks the phone bill
3. snoring/messiness
4. borrowing things

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**to party** = to have or go to parties, often involving drink-

ing, loud music, etc.

**to get a good night's sleep** = to get plenty of sleep

**dorm life** = daily life when one lives in a dormitory

**spare bedroom** = an extra bedroom that isn't being used

**lovebirds** = people who are romantically in love

**uptight** = upset, angry

**creep** = disgusting person

## Second Listening

1. Explain the activity. *T: Listen again. This time, check the solutions that are suggested.*
2. Play the audio (CD 2, tracks 2–6).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you get for number (1).*

### Answers

1. Move out right away.
2. Either solution could be implied.
3. Get used to it.
4. Share everything.

## SCRIPT

- A:** Hi, little sister. How's your first week away at school?

**B:** Well, I have to say that dormitory living has some major negatives.

**A:** Like what? You don't have a curfew, do you?

**B:** No, and that's the one thing I do like. But it's kind of disgusting to have to share a bathroom and showers with thirty other people. And some of my neighbors party on school nights. The other night, I had my first exam, and I was trying to get a good night's sleep, but it was impossible, they were so noisy.

**A:** Yeah, that sure sounds like dorm life! That's why I moved out my sophomore year.

**B:** I think I will, too.
- A:** My parents can be so annoying. They don't give me any space. Last night my mom barged into my room while I was on the Internet and wanted to see what I was doing.

**B:** Wow! That's so different from my mom. She always respects my privacy. She always knocks before she comes into my room.

**A:** Wow. My mom and my dad are always snooping around my room, trying to figure out what I'm doing, and they look through my cell phone bill to see who I'm calling. My mom even called one of the phone numbers she found!

**B:** Oh, my mom never does that. If she wants to know who my friends are, she just asks me.

**A:** Man, you're lucky. You've got it good. Got a spare bedroom for me?
- A:** Anthony! Kim! How are you two lovebirds? Have you adjusted to married life yet?

**B:** Well, we're still working on it!

**C:** Yeah, right. We're working on it.

**A:** I guess it takes a while to get used to each other's habits, huh?

**C:** Yeah, well you know, I'm a bit of a neat freak.

**A:** Yeah, I know.

**C:** And Anthony, well, let's just say he's a little on the messy side.

**B:** Yeah, different styles, I guess. And then there's the little problem of sleeping at night. She talks in her sleep.

**C:** Or so he says.

**B:** It's true. You do!

**C:** And he snores! Between the two of us, we can't seem to get much rest.

**A:** Looks like you two still have a lot to get used to.
- A:** Harry, have you been using my iPod again?

**B:** Alice! Don't get so uptight.

**A:** And my new headphones, too? You creep!

**B:** Well, OK, I was going to put them back. Anyway, what's the big deal?

**A:** The big deal is that it is so disrespectful to take things without asking.

**B:** Well, how about you? You're always borrowing my sweaters, and jerseys, and stuff.

**A:** Yeah, well, that's different.

**B:** I don't think so.

# REAL WORLD LISTENING

## Concept Check

The people you live with: Do they drive you crazy? Make sure that students are focusing on the main concepts with questions like these: *Can you choose the people you live with? When? How? If you could, would you change the people you live with? Would you rather live alone or with someone? Why? What are the good and bad points of living alone? What are the good and bad points of living with someone?*

## Prepare

1. Introduce the activity. *T: Look at the pictures. Who is the young woman? Who are the two older people? What do you think their relationship will be?*
2. Play the audio (CD 2, track 7) to explain the directions.
3. Play the audio (CD 2, track 8).

## Answers

- + The Johnsons are concerned about Kara.
- + Mrs. Johnson makes Kara home-cooked meals.
- Mrs. Johnson visits Kara in her apartment.
- Mrs. Johnson asks Kara questions about her plans.
- Mr. Johnson is affectionate with Kara.

## Culture Note

In many countries, students leave home when they go to college. Many live in dormitories or in apartments. This is usually their first chance to have a lot of freedom and responsibility. For example, they have freedom to stay out all night, and it becomes their own responsibility to get their homework done. When summer vacation comes and they return home, many have a hard time adjusting to their families' rules. In Kara's case, living with the Johnsons feels a lot like living at home. That is why she says, "It's like I'm 17 again!" She feels as if she's being treated like a child.

## Get the Main Ideas

1. Explain the directions. *T: Read all of the statements before listening.*

2. Allow students some time to read. *T: As you listen, check the statements that explain why Kara feels bothered.*
3. Play the audio (CD 2, track 8).

## Answers

- Mrs. J visits every day: Her privacy is being violated.  
Mrs. J brings homemade soup: It makes her feel like a child.  
Mrs. J asks where she's going: She feels like she's being watched.  
Mr. J is affectionate: It makes her uncomfortable.

## Respond to the Ideas

1. Put students into small groups. *T: Discuss each of the questions in your groups. Allow at least 10–15 minutes for this discussion.*
2. Encourage students to discuss their own questions.
3. Elicit answers from a few groups about Question 1. *T: Group (1), which of Kara's problems would bother you, and which wouldn't? Why?*
4. Elicit answers from a few groups about Question 2. *T: Group (3), have you ever lived with annoying roommates, or a situation where you didn't have much privacy? How did you feel about it? What did you do?*

## Extension

Ask students to give their opinions about one of the following situations to further the discussion on living situations.

**Situation 1:** A college does not allow students to choose their own roommates; instead, a lottery is used.

**Situation 2:** A couple gets divorced, and asks their children to choose which parent they want to live with.

**Situation 3:** A student is living with a homestay family while studying abroad and they expect the student to baby-sit their children every Friday and Saturday night.

**Situation 4:** Two best friends from high school decide to live together in college.

## SCRIPT

**Kara:** Steve, remember the older couple that I rent my apartment from?

**Steve:** Yeah?

**Kara:** Well, the woman has been coming up to see how I'm doing. At first I was really appreciative, you know. It's nice to feel that people are concerned when you live alone.

**Steve:** Yeah, it is nice.

**Kara:** Now, though, she comes every day, sometimes more than once! She always brings me homemade soup.

**Steve:** Homemade soup! That is so great! I wish someone cooked for me.

**Kara:** Well, sure, having some home-cooked food is a treat, but she sits and watches me to make sure I eat it! Last time, I had just eaten dinner when she came over and insisted that I finish a whole bowl. She wouldn't leave until I did!

**Steve:** Oh, c'mon. You could have it much worse.

**Kara:** And every time I go out she leans out the door to ask where I'm going. It's like I'm seventeen again!

**Steve:** Would you rather have loud neighbors who kept you up all night?

**Kara:** Well, it's not only her. It's the old man, too. He's such a flirt, and I've always thought it was cute. You know, an old man, eighty years old, still flirting.

**Steve:** Uh huh.

**Kara:** So, today when I got home, he came up to me, gave me a hug.

**Steve:** Yeah, so what?

**Kara:** And then, he kissed me on the cheek!

**Steve:** Oh, no. Well, maybe you remind him of his granddaughter.

**Kara:** Well, yeah, but don't you think it's kind of weird for him to kiss me?

# INTERACTION LINK

## Major Negatives and Major Positives

1. Have students work alone. Explain Step 1 of the instructions. *T: Read each item in the left column, and write one positive thing about it in the box next to the “plus” sign in the “Me” column. Then write one negative thing about it in the box next to the “minus” sign.* Allow five to ten minutes for students to write their answers.
2. Put students in pairs. *T: Interview a partner. Take turns asking questions about the “major positives and negatives” of each living situation. Write your partner’s answers in the “My partner” column. Talk about which situation would be the best for you, and which would be the worst.*

## Options

### Short Version (15–20 minutes):

Do this interview activity as above. (Include options from the long version if students finish early.)

### Long Version (30–60 minutes):

1. After doing the short version, have students make groups of 3–4. Have one person in each group tell the others what their favorite living situation from the chart would be, and their least favorite. Have them imagine that they have to leave their favorite situation and move into a place that fits their least favorite. That person should complain about the negative things about their new situation, and their group members should try to encourage them by talking about the positives. *T: Make groups of three to four. One person in each group tell the others your favorite living situation from the chart, and your least favorite. Now imagine you have been living in your favorite situation, but have to move soon to your least favorite. Complain about all the negative things the new situation would involve. Your group members should try to tell you about the positive side of things, so you won’t be too discouraged.*
2. When one person’s situation is finished, they can move to the next person in their group and do the same thing with different living situations.

## LEXICAL MAP

By the end of Unit 9, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Describing Roommates

neat  
noisy  
affectionate  
loud  
appreciative  
messy

### Living Arrangements

at home  
in an apartment  
with friends  
with (my) ...  
alone  
together

### Problems

bad habits  
bad behavior  
complain  
steal  
borrow  
smoke

### Negatives

responsibilities  
sharing  
noise  
annoying

### Positives

freedom  
respect

# UNIT 10: Survival

**Main Activities:** pages 48–50  
**Interaction Link:** page 51  
**Self Study:** page 89

**Warm Up:** CD 1, Track 9  
**Listening Task:** CD 1, Tracks 10–13  
**Real World Listening:** CD 1, Tracks 14–15

## Unit Overview

In this unit students listen to extracts about disasters. The students will have an opportunity to talk about different types of disasters, how disasters affect people and disasters that have happened in their lifetimes.

## Warm Up Focus

Students will review and expand their vocabulary related to natural disasters and how they can affect people's lives. This vocabulary is useful for talking about: how a disaster strikes, what happens to people and cities when a disaster hits, who responds to disasters and how they respond, the stories of people who live through a disaster.

## Listening Task Focus

What disaster is occurring? What was the speaker doing when the disaster occurred? How did the speaker survive?

## Concept Check

Disasters: How do they affect our lives?

## Real World Listening Focus

Students will: listen to a monologue in which Petra recounts her experience of a tsunami; discuss what was scary about Petra's ordeal; discuss disasters.

## Interaction Link

Be Prepared

## WARM UP

### Preview

1. Take a quick survey of the class. *T: What recent disasters have you heard about? Where did they happen? What kinds of scary things happened to people in the disasters?*
2. Introduce the unit and read the introduction. *T: Today's unit is called "I feel lucky to be alive." What do you think this unit is about?*

### Warm Up

1. Have students work individually. *T: Read each paragraph and check one of the two words or phrases for each pair.*
2. Allow the students a few minutes to finish. *T: Now listen to the sentences and check your answers.*
3. Play the audio (CD 2, track 9).
4. Elicit answers from students. *T: (name). Please read the second sentence, and give your answer.*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**to evacuate** = to be required to leave a disaster area

**shelter** = a place where victims can be safe and protected

**sharp jolt** = a shock or bump that is strong and violent

**to collapse** = to fall down

**rubble** = pieces of a destroyed building

**terrifying** = very scary

**knocked down** = forced down, forced to fall off one's feet

**to rescue** = to save someone or something from danger

**to rip** = to pull apart, usually by tearing

**to surrender** = to stop resisting something

### Useful Expressions

Review the list of Useful Expressions.

**The next thing I knew ...** = It happened so quickly that I don't remember all the details up to that point.

**It sounds like you beat the odds.** = You were very lucky.

**What an ordeal!** = It was a terrible thing to endure.

**It was a miracle.** = It was amazing.

**I take it one day at a time.** = I try to enjoy each day.

### Pairwork

Have students work in pairs. *T: Discuss the questions. What disasters do you know about? Do you know anyone who has lived through one?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

**Tsunami:** Sometimes there is very little warning before a tsunami. People may have only a short time to **evacuate** their homes. Sudawan and her family lost their home in the big tsunami that hit Thailand. They had to move into an emergency **shelter** for many months.

**Earthquake:** In a quake you might feel a rolling motion or a **sharp jolt**. Juan Gutierrez' apartment building **collapsed** in the 1985 Mexico City earthquake. Luckily, he was able to dig himself out of the **rubble**. "The whole experience was **terrifying**," he told reporters.

**Avalanche:** Mountain climbing can be very dangerous when there is an avalanche. Climbers can be **knocked** down the mountain. A few years ago, emergency teams risked their lives to **rescue** survivors of a big avalanche in the Colorado Rockies.

**Volcanic Eruption:** The force of a volcanic eruption can **rip** trees out of the ground. After the eruption, hot **ashes** cover the ground. The villagers on the Indonesian island of Java have learned to accept that volcanic eruptions are a natural part of life. "There is nothing we can do to stop them," a villager named Sukarno said. "When we learn to **surrender** to the volcano, we learn to be at peace with nature."

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What disaster is occurring?*

### Answers

1. avalanche, 2. volcanic eruption, 3. earthquake

## First Listening

1. Explain the activity. *T: Listen and check the boxes to answer the question "What was the speaker doing when the disaster occurred?"*
2. Play the audio (CD 2, tracks 10–13).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you check for number (1)?*

### Answers

1. mountain climbing, 2. camping, 3. sleeping

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**to pass out** = to lose consciousness

**life-changing experience** = an event that makes you look at yourself and the world in a different way

**A storm moved in.** = The weather quickly became bad.

**ice chunks** = large pieces of ice

**knee-deep** = up to/as deep as your knees

## Second Listening

1. Explain the activity. *T: Listen again. "How did the speaker survive?" Check the boxes with the correct answers.*
2. Play the audio (CD 2, tracks 10–13).
3. Put the students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*

### Answers

1. He slowly climbed down the mountain.
2. She walked through hot ashes to get help.
3. Someone rescued her.

4. Elicit answers from different pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). What did you check for number (1)?*

## SCRIPT

1. **Colby:** Yeah, I had an experience in a disaster once. It was a real life-changing experience. I was in the Alaska Range climbing Mount Foraker with a couple of friends. Near the end of our trip, a storm moved in. The mountain just went crazy! It was unbelievable. The rocks and snow started falling, and we were knocked 800 feet down the side of the mountain. I don't know what happened after that because I passed out. Six hours later, I woke up. My shoulder was broken, and I was separated from my friends and was just in a kind of daze. It took me three days to get to the bottom of the mountain. I had to keep my eyes open and just ignore the pain. But I finally made it to safety.
2. **Sue:** Once, I really thought it was all over for me. It was a Sunday morning, May eighteenth to be exact. I was camping with Marty, a friend, and we were about fifteen miles north of Mt. St. Helens, and we were packing up our tent when boom, when it erupted. Within minutes, nearly every tree around us had been ripped out of the ground. I was blown into a deep hole left by one of the trees. I pulled myself out of the hole, but then ice chunks started falling from the sky!

Marty had been hurt pretty badly by a falling tree, so I had to get help. I made him a little shelter and then walked the rest of the day to find help. It was really painful because I was knee-deep in ashes almost the whole way. That night, an emergency helicopter finally saw me. I was never so thankful in my life.

3. **Kubra:** I'll never forget the big earthquake in Turkey. It was the middle of the night, and I was sleeping, when I felt a sharp jolt. Bam. I sat up in bed like a bolt of lightning. The next thing I knew, I had fallen through the floor into a hole and things were hitting my head and body. It wasn't long before I realized that the building had collapsed, on top of me. I called for my parents, but nobody answered, so I tried to dig myself out. No luck. I was under too deep. There was nothing to do but wait for help. I felt very scared in the darkness, but I kept playing little games in my head and singing songs and thinking of things I wanted to do in the future. After ten hours, I heard someone call my name and saw a tiny light shine down on me. I was saved!

# REAL WORLD LISTENING

## Concept Check

Disasters: How do they affect our lives? Check that students understand the main concepts with questions like these: *Can anyone name a recent disaster in another country, or in another part of this country? How did it affect the lives of people who survived? What did those people need most in the days and weeks after the disaster hit? What did others do to help? How can you find out what the victims need most? How can you make sure they get it?*

## Prepare

1. Introduce the activity. *T: Look at the pictures. What disaster do you think this is about?*
2. Play the audio (CD 2, track 14) to explain the directions.
3. Play the audio (CD 2, track 15).

## Answers

She almost drowned. Pieces of trees and buildings crushed her.

## Culture Note

In some cultures, when disaster strikes, governments and aid organizations offer aid to victims. In addition, businesses, hospitals, and individuals often donate water, food, clothing, medical supplies, money, etc. What aid efforts have you heard about in, or from, your home country?

## Get the Main Ideas

1. Explain the directions. *T: Write T for true, F for false, and ? if you don't know.*

2. Allow students some time to read and write. *T: As you listen, write T for True, F for False, or ? if you don't know.*
3. Play the audio (CD 2, track 15).
4. Elicit answers from students. *T: What did you write for number (1).*

## Answers

1. T, 2. F, 3. T, 4. F, 5. ?, 6. ?, 7. ?, 8. ?, 9. ?

## Respond to the Ideas

1. Put students into small groups. *T: Discuss each of the questions in your groups. Allow at least 10–15 minutes.*
2. Encourage students to discuss their own questions.
3. Elicit answers from a few groups for Question 1. *T: What do you think was the scariest part of Petra's ordeal?*
4. Elicit answers from a few groups about Question 2. *T: Group 3, have you or anyone you know ever been in a disaster? How did they get through it? How did they feel about it afterward? Did it affect their lives in any way?*

## Extension

Ask students to comment on one or more of the following situations to expand the discussion of disasters.

**Situation 1:** A rescue team has time to save only one family even though two neighboring houses are on fire.

**Situation 2:** A mudslide washes several houses off a hillside.

**Situation 3:** After an earthquake, only the families without insurance receive aid from the government and community.

**Situation 4:** All of your belongings are destroyed in a flood and you have to move and start over.

## SCRIPT

I opened my eyes and looked down. Black filthy water covered the lower half of my body. I couldn't even see my legs. My arms, bare, scratched, bleeding, and aching, were wrapped around a palm tree. I was holding on, leaning against the trunk. Black, oil-slicked, muddied water choked with debris was everywhere. I looked up. The sky was blue, clear, untroubled. The sun was shining. Where was I? Where was Simon? What had happened? I remembered. Simon and I were in the bungalow when a rush of water rose up so suddenly there was not even a second to think, a rush of water that came from all directions, hurtling us out into the furious current. For one split second, before the water separated us, I saw Simon's face. "Petra!" he screamed. "Petra! What's happening?" I couldn't answer. I didn't know. Then I lost sight of him. Seconds later, I saw him again, whirling in the tumbling waters. He was a few yards ahead of me. Behind him a rooftop was sticking out of the water. "Catch the roof! Catch the roof!" I shouted. Then he was gone. I don't know whether he heard me or not. I prayed that he would catch hold. I was sure he would. He was a strong swimmer. He had to be OK. It was impossible to tell in which direction the waters were streaming. I needed to grab onto something or be swept

away. I saw another rooftop. I reached out my arms, and sending out every bit of energy I had, I grabbed the edges and held on. Instantly, my legs were sucked underneath, and everything accumulated by the raging water, the wood and metal objects, all the trash, began slamming against my hips and legs. I hung on, screaming with pain and fear. I would be crushed into nothing. For the first time, I thought of dying.

Miraculously, the pressure of the water began to lessen. I pulled myself up onto the roof. My clothes had been torn from my body. I was naked. Then, as quickly as the first, another tremendous wave rose up and poured over the rooftop. I lost my grip and was drawn down beneath the water. Frantically, I flailed my arms, trying to get out from under the thick layer of filth between me and the surface. Desperately, I fought to get some air until I had no breath left. I stopped fighting, stopped struggling, and began swallowing the inky water. A great feeling of peacefulness came over me. I surrendered to the calmness. Whatever was meant to be, whatever God will decide, it's OK.

At that moment, without any effort on my part, I was thrust through the barrier of debris to the surface. I threw my head back and gasped for air. Above me was the blue, blue sky. I was never so happy in my life to see the sky.

# INTERACTION LINK

## Be Prepared

1. Review some of the scenarios as a whole class. Allow five or two minutes for students to fill in the charts. Offer suggestions if needed, or allow students to work in pairs or groups to generate additional ideas.
2. Have students work alone. Explain Step 1 of the instructions. *T: Read each item scenario and on the line for "My answer," write what you would do to keep yourself safe.* Allow five to ten minutes for students to write their answers.
3. Put students in pairs. *T: Interview a partner. Take turns asking questions about how to survive the disasters.*

## Options

### Short Version (15–20 minutes):

Do this interview activity as above. (Include options from the long version if students finish early.)

### Long Version (30–60 minutes):

After doing the short version, have students make groups of three to four. For each disaster, have them discuss what kinds of emergency aid supplies would be most important for survivors who made it to a shelter. *T: For each of the disasters, imagine you survived and made it to a shelter. For each type of disaster, what types of emergency aid supplies would be most important for survivors to receive?*

## LEXICAL MAP

By the end of Unit 10, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Problems

disaster  
emergency  
collapse  
fatal accident  
crash  
serious injury  
flood  
storm  
fire  
attack  
bomb  
pain  
crime

### Bad Feelings

scared  
hurt  
injured

### Survival

escape  
rescue  
save  
assist  
recover  
overcome

# REVIEW UNIT 2: (Units 6–10)

**Part 1:** pages 52–53  
**Part 2:** pages 54–55

**Part 1 Audio:** CD 2, track 16  
**Part 2 Audio:** CD 2, tracks 17–26

## Unit Overview

In this unit students review vocabulary from Units 6–10 and listen again to sample extracts from the Listening Task and Real World Listening sections.

### Part 1 Focus

Students will review selected vocabulary, in short contextualized sentences, from the previous units. They will listen to sentences and write the missing vocabulary.

## Part 2 Focus

Students will listen to selected extracts again and answer multiple-choice questions about each extract.

### Topics

**Unit 6.** Language

**Unit 7.** Personality

**Unit 8.** Technology

**Unit 9.** Living Situations

**Unit 10.** Survival

## REVIEW

### Before the Review

Before students listen to the Review Unit, take some time to review Units 6–10. This can be done in the following ways:

1. Have students work in pairs. Ask them to read aloud each Warm Up section, and then look over the other sections.
2. Work together as a whole class to review one unit at a time. Go over the completed Warm Up activity and the Useful Expressions for each unit. This will help students to recall the language they learned in the Listening Task and the Real World Listening sections as well.
3. Play the Real World Listening extracts again as students listen and review their answers in the Student Book.

### Part 1

1. Have students turn to page 52 in the Student Book and work individually. Explain the task. *T: Listen to the speakers and fill in the missing words.*
2. Play the audio (CD 2, track 16).
3. Review the answers with the students, and discuss any questions they may have. *T: (name). What did you get for sentence (1)?*

### Part 2

1. Have students turn to page 54 of the Student Book and work individually. Explain the task. *T: Listen to the conversations and choose the correct answer.*
2. Play the audio. (CD 2, tracks 17–26).
3. Review the answers with the students, and discuss any questions they may have. *T: (name). What did you get for number (1)?*

### Presentation Follow-up

1. Circulate and evaluate how well the class as a whole did on the review. Note any questions that were a problem for many students.
2. Use students' scores to help you decide in which units to do additional review.
3. Remind the whole class to use the Self-Study section at home to review each unit after you complete it in class.
4. Ask students to think about their progress. *T: Think about your goals for studying English. What are two things you will try to do to improve your English?*
5. Review test-taking techniques. *T: Look at your answers in Part 1. Did you lose points because you didn't write complete words? Look at your answers in Part 2. Did you mark your answers clearly?*

### Teaching Tip

The presentation of the Review Unit can be modified in a number of ways. One way is to do it together as a whole class activity. Play each item, then pause and answer together. Talk about the details of each conversation, and focus on the vocabulary used in Part 1. Then provide students with additional practice using some of those vocabulary items; for example, have students use the words in original sentences or to write their own conversations.

### Timing

The Review Unit provides the students an opportunity to consolidate their understanding of the material they have studied thus far and allows you an opportunity to decide how to possibly modify your class presentation to best meet the needs of a particular group of students. The Review Unit also provides practice in taking standardized tests. Because standardized tests are typically timed, it can be beneficial to the students to do the Review Unit as a timed activity. Use your experience with each class to decide how you need to modify the time to meet their needs. Some classes may need a slow pace, including several audits of the script, while other classes may benefit from the challenge of a faster pace with fewer audits of the script.

# REVIEW UNIT 2: (Units 6–10)

## SCRIPT

### Part 1

1. Knowing a second language can really come in handy if you want a job in the travel industry.
2. I was surprised to find out how many different dialects there are just for American English!
3. Did you hear? Tracie's family is applying for a job as a host family.
4. Erin is really good-looking, but I was really blown away by her generosity.
5. Don't you realize that getting a puppy is a 15-year commitment?
6. From the first time we met, somehow we just clicked.
7. Watching anime on TV has become a bit of an obsession for you, hasn't it!
8. I was so depressed when I found out the new game I got is incompatible with my computer.
9. Ahhhh! All these messages asking me to buy new software are clogging up my inbox!
10. Mom, do you have to barge into my room whenever I'm on the phone with Marsha?
11. It's really annoying when you borrow my books without asking.
12. After Kara and Ryan had their big fight, she decided to give him some space.
13. After the big fire in the apartment building, we had to spend a week in a shelter.
14. When the typhoon came, over 80,000 families had to evacuate the city.
15. My neighbor's home collapsed in the earthquake, but somehow our home was safe.

### Answers

1. come in handy
2. dialects
3. applying for
4. blown away
5. commitment
6. clicked
7. obsession
8. incompatible
9. clogging up
10. barge into
11. annoying
12. give him some space
13. shelter
14. evacuate
15. collapsed

# REVIEW UNIT 2: (Units 6–10)

## SCRIPT

### Part 2

- A:** So, how did you like Professor Lee's class?  
**B:** Man, I don't know.  
**A:** What do you mean?  
**B:** I mean, it's hard to pick up what she's saying. Her English is so hard to understand.  
**A:** You think so?  
**B:** Yeah. She has a strong accent, you know.  
**A:** Well, yeah, but everyone has an accent. Even you have an accent! Hers is just different from yours, that's all.  
**B:** Sure is.
- A:** OK. Places everyone! Gone with the Wind, scene 25, take 2. And action!  
**B:** Rhett, I only know that I love ...  
**A:** Cut! Cut! Cut! Julia, you've got to work on your Southern accent. You just don't sound like Scarlet.  
**B:** I know, I know. I'm just not getting it for some reason.  
**A:** OK. It's not that hard. Now, listen. In the southern dialect of American English, the pronoun "I" sounds like "Ah." I love you, Rhett.  
**B:** OK. Lemme try this again. Aaaaah. I only know that I love you.  
**A:** Better.
- Hi!** I'm Michael. I'm a 32-year-old white male. I'm divorced, and I want to try again with the right lady. I like rock music, dancing, and surfing. I'm looking for an attractive woman who likes to party as much as I do. Surfing experience is a plus, but not necessary. If you're willing to learn, I'm willing to teach you!
- I'm Anita and I'm a 34-year-old African-American woman. I'm single and I work for a major corporation. I'm also very involved with the environmental organization Greenpeace, so respect for nature is a must. I'm looking for a single professional man, 35 to 40, who already has his own life but wants to share quality time. He has to be honest above all else.
- A:** You wouldn't believe what happened to me.  
**B:** What?  
**A:** Well, I got my credit card bill yesterday, and I was looking it over, and there were all these charges for things I didn't buy. There was a fur coat from some expensive website, and like fifty phone calls to Paris.  
**B:** Oh, no. Did someone steal your credit card?  
**A:** No, I still have the card, but someone must have gotten the number.

# REVIEW UNIT 2: (Units 6–10)

## SCRIPT

### Part 2 (continued)

6. **A:** Hey, did you get the e-mail I sent you today?  
**B:** I think so. It was one of those joke forwards, right? One of the kind that are supposed to be funny.  
**A:** Yeah, it was a picture of an elephant playing base ball. Man, that was hilarious.  
**B:** Yeah, um, actually, I kind of wish you wouldn't send me all those forwards. I end up just deleting them anyhow.
7. **A:** My parents can be so annoying. They don't give me any space. Last night my mom barged into my room while I was on the Internet and wanted to see what I was doing.  
**B:** Wow! That's so different from my mom. She always respects my privacy. She always knocks before she comes into my room.  
**A:** Wow. My mom and my dad are always snooping around my room, trying to figure out what I'm doing, and they look through my cell phone bill to see who I'm calling. My mom even called one of the phone numbers she found!
8. **A:** Anthony! Kim! How are you two lovebirds? Have you adjusted to married life yet?  
**B:** Well, we're still working on it!  
**C:** Yeah, right. We're working on it.  
**A:** I guess it takes a while to get used to each other's habits, huh?  
**C:** Yeah, well you know, I'm a bit of a neat freak.  
**A:** Yeah, I know.  
**C:** And Anthony, well, let's just say he's a little on the messy side.
9. **Colby:** Yeah, I had an experience in a disaster once. It was a real life-changing experience. I was in the Alaska Range climbing Mount Foraker with a couple of friends. Near the end of our trip, a storm moved in. The mountain just went crazy! It was unbelievable. The rocks and snow started falling, and we were knocked eight hundred feet down the side of the mountain.
10. **Kubra:** I'll never forget the big earthquake in Turkey. It was the middle of the night, and I was sleeping, when I felt a sharp jolt. Bam. I sat up in bed like a bolt of lightning. The next thing I knew, I had fallen through the floor into a hole and things were hitting my head and body. It wasn't long before I realized that the building had collapsed, on top of me. I called for my parents, but nobody answered, so I tried to dig myself out. No luck. I was under too deep. There was nothing to do but wait for help.

### Answers

- a. Everyone has an accent.
- b. She's playing a part in a play.
- a. He's been married before.
- c. 38
- c. Her credit card bill had purchases she never made.
- b. Deletes them.
- a. They follow him when he goes out.
- b. He's messy.
- d. It changed his life.
- a. It was too deep.

# UNIT 11: Work

**Main Activities:** pages 56–58

**Interaction Link:** page 59

**Self Study:** page 90

**Warm Up:** CD 2, Track 27

**Listening Task:** CD 2, Tracks 28–31

**Real World Listening:** CD 2, Tracks 32–34

## Unit Overview

In this unit students listen to extracts about interesting things people do in the workplace. Students have an opportunity to talk about work-related experiences, including office atmosphere and difficult or unusual bosses or coworkers.

## Warm Up Focus

Students will review and expand their vocabulary related to work-related situations. This vocabulary is useful for talking about: dress codes and other work-related rules, difficult people to work with, “control freak” supervisors.

## Listening Task Focus

What do you think the people are like at work? What is the speaker’s main point?

## Concept Check

The ideal job: Is it what you do, or who you work with?

## Real World Listening Focus

Students will: listen to a conversation about Steve and difficulties he has at work; discuss working conditions; discuss unusual or difficult people to work with.

## Interaction Link

Office Rules

## WARM UP

### Preview

1. Ask students to name some common problems or unusual situations on the job. *T: What are some common problems that can happen on a job? What are some unusual work situations you might have to deal with?*
2. Introduce the unit and read the instructions. *T: Today’s unit is called “I’m not sure what he actually does.” What do you think it’s about?*

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Read each sentence and write one of the words or phrases on the blank lines.*
2. Allow the students a few minutes to finish.
3. Play the audio (CD 2, track 27).
4. Elicit answers. *T: (name). Please read the first sentence.*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

“**Casual Friday**” = a policy in some companies where employees are allowed to wear casual clothes on Fridays

**to snap** = lose control of oneself

**uptight** = not relaxed

**business attire** = business clothing

**sloppy** = messy

**cubicle** = a small block for one person’s desk.

**to force something on** = to make someone do something

**startled** = very surprised

### Useful Expressions

Review the list of useful expressions.

**They should let us ...** = I wish we could ...

**The company should require ...** = ... would be a good rule.

**Men and women should be ...** = often used to introduce a remark about equality or differences between the sexes

**A dress code is/isn’t necessary because ...** = There should/shouldn’t be rules about clothing in the office because ...

**I’d like to be my own boss.** = I like setting rules for myself.

### Pairwork

Have students work in pairs. *T: Discuss the question. What kind of work environment would you like?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. There aren’t enough offices at our company for everyone, so one big room is divided into small areas. Each worker has a **cubicle**.
2. The company requires that all employees wear **business attire** to work. The men have to wear suits, and the women have to wear suits or nice dresses.
3. The dress code is strict, but there’s one day a week when we don’t have to worry about it. I really look forward to “**Casual Friday**.”
4. The dress code at my last job was very relaxed all the time. My first day on the job I was really **startled** to see what people were wearing. I didn’t expect them to dress so informally.
5. Some people feel that what you wear to work is very important. If you dress in a messy way, people may think your work is **sloppy**, too. If you dress well, they may think your work is good, too.
6. My boss has a lot of opinions that we don’t agree with. Unfortunately, he tries to **force** them **on** us. He wants us to think the same way he does.
7. I’m getting really tired of my coworker Bob. If he keeps talking so much, I’m going to get angry and then I may **snap**. I might start yelling at him.
8. My boss is very **uptight** about being on time. She gets angry when we get to work ten minutes late.
9. My boss watches us very carefully. I can’t **get away with** anything.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What do you think the people are like at work?*

## First Listening

1. Explain the activity. *T: Listen and make a check in the boxes that you think are correct.*
2. Play the audio (CD 2, tracks 28–31).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you write for number (1)?*

### Answers

1. He made his employees sharpen his pencils./He left work early.
2. She liked to make junk food./Her cookies tasted bad.
3. The company's dress code is "business attire."/She wears jeans, T-shirts, and sweatpants to work.

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**to peek** = to look at, usually secretly

**I'm willing to bet.** ... = I'm very sure that ...

**slob** = a very messy person

## Second Listening

1. Explain the activity. *T: Listen again. This time, listen and check the box that tells the speaker's main idea.*
2. Play the audio (CD 2, tracks 28–31).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). What did you write for number (1)?*

### Answers

1. He was arrogant and didn't do any work.
2. She makes everyone eat too much.
3. She doesn't look professional.

## SCRIPT

1. I had this boss at the research lab, Dr. Magnussen, who never did anything. Wouldn't even lift a finger. He'd always ask me to do things like sharpen his pencils. He'd say, "Researchers don't sharpen pencils." Oh, and sometimes it'd be, like, the middle of the afternoon, and he'd get a mysterious phone call. A few minutes later he'd announce, "I'm going to the library to do some research." Well, I'd always peek out the window to watch him as he left, and he never walked toward the library. He'd always go in the opposite direction! Who knows what he was doing, but I'm willing to bet it wasn't work.
2. My supervisor is a lady named Nancy. The problem with Nancy is she's always forcing food on her employees. Candy, cupcakes, donuts, you name it. If it's sweet and fattening, Nancy will make you eat it. I gained four pounds just in the last two weeks! And if you refuse any of her food, she says, "Don't you like my cooking?" Yesterday, Nancy brought in a bunch of homemade cookies and insisted everybody have some. Well, they tasted awful, but we couldn't say anything. It would just hurt her feelings. And then, just when I thought the sugar party was over, Nancy brings in this huge seven-layer cake.
3. Well, there's a girl I work with. She's the receptionist. Her name is Elizabeth, and she always comes to the office looking like a slob. I work at an insurance agency, and you have to dress pretty nice. It's got to be business attire. But Elizabeth doesn't really get it. She comes to work in jeans and a T-shirt while all the other women are wearing pant suits or dresses. Sometimes she wears the same clothes two days in a row. We usually get to wear more casual clothing on Fridays, "Casual Fridays," you know. So what does Elizabeth do? On Fridays she comes to work in sweatpants! Last Friday, I think she was wearing pajamas.

# REAL WORLD LISTENING

## Concept Check

The ideal job: Is it what you do, or who you work with? Check that students understand the key concepts underlying the conversation with questions like these: *Some people say that loving your work is what matters. Others say it's the people you work with. Which do you think is true?*

## Prepare

1. Introduce the activity. *T: Look at the pictures. Who are the people in the pictures. What are they talking about?*
2. Play the audio (CD 2, track 32) to explain the directions.
3. Play the audio (CD 2, track 33–34). *T: Listen and check.*

## Answers

**Steve:** schedule, social customs, rules, language  
**Mr. Takahashi:** He doesn't dress appropriately. He doesn't bow. He behaves informally. He's late.

## Get the main ideas

1. Explain the directions. *T: Read all questions before listening.*
2. Allow students time to read and write their answers. *T:*

*Write T for True, F for False, or ? if you don't know.*

3. Play the audio (CD 2, tracks 33–34).

## Respond to the Ideas

1. Put students into small groups. *T: Discuss each of the questions in your groups. Allow at least 10–15 minutes*
2. Encourage students to discuss their own questions.

## Answers

**Steve:** T, T, ?, T, F      **Takahashi:** T, T, ?, F, ?

## Extension

Have students give their opinions about the situations below:

**Situation 1:** You are expected to shake hands with customers, but bowing is common in your culture.

**Situation 2:** Your boss goes out drinking with clients almost every worknight, and expects you to join in.

**Situation 3:** The company policy is to have “Casual Friday,” but you strongly prefer business attire.

**Situation 4:** You like to eat breakfast at your desk, but your new boss' rule is that food is not allowed.

## SCRIPT

### Part 1

**Jay:** Hey, Steve. How's it going? How's the new job in the promotions department?

**Steve:** I don't know, man. Sometimes I can't believe these people.

**Jay:** What do you mean? I thought you loved it here.

**Steve:** Yeah, I don't know. The work is good. I love promotions work. But, man, sometimes the system here is driving me nuts. They have so many rules!

**Jay:** Yeah, they kind of do. But it's just different, you know? You'll get used to it. I promise.

**Steve:** Really? Well, different is fine, but sometimes I think I'm going to snap. They're so strict, especially my boss.

**Jay:** Mr. Takahashi.

**Steve:** Yeah, I mean, he's a really good boss, very smart about business, but he never really tells me what he's thinking.

**Jay:** Sometimes bosses are quiet like that.

**Steve:** But I can feel his eyes, man. It's like he's watching me all the time. I have to be at work right on time, not a second late.

**Jay:** Yeah. Being on time is really important here.

**Steve:** And meeting people is so formal. That drives me nuts. I never know what to do. Should I bow? Should I shake hands? Should I shake hands and bow at the same time? Should I say

*shitsurei-shimasu.*

**Jay:** Actually, that might help if you learn a little Japanese.

**Steve:** It just seems that everyone is too polite all the time. Can't they just relax a little bit? Everyone here is so uptight. They all sort of run around and bow and shrink whenever Takahashi comes into the office.

**Jay:** Well, they just have different ways of doing things, I guess. And I think that they'll relax after you get to know them a bit.

### Part 2

**Alan:** Takahashi-*san*, how is the new person in the promotions department doing?

**T:** You mean, Steve-*san*?

**Alan:** Yes, Steve Jones. How is he doing? Is he adjusting to the company working style OK?

**T:** Mm. *So desu-ne.*

**Alan:** So, still on a learning curve?

**T:** Mm. He's very talented, very intelligent. And good spirit. But I think his behavior is still a little, hmm, a little difficult.

**Alan:** Hmm. Well, what does he do?

**T:** I think perhaps he doesn't understand appearance very well. Sometimes he doesn't even wear a tie.

**Alan:** Hmm. Maybe he thinks the promotions department should be more informal?

**T:** Perhaps, perhaps, hmm.

**Alan:** Well, how is he ... how is he about working hours?

**T:** Ah, this is a little problem.

**Alan:** Comes in late, huh?

**T:** Well perhaps he doesn't understand our working system. He usually comes in around 10 o'clock. Everyone is already at their desks, working.

**Alan:** Mm. Well, does he get along with the other staff members?

**T:** Ah. Interesting. He does, actually, so I don't want to interfere too much. They seem to like him and respect his ideas.

**Alan:** Which is good.

**T:** Yes, that's good.

**Alan:** Does he deal with clients well?

**T:** Mm. Clients *da-ne*. This is a problem. He's improving, but ...

**Alan:** What do you mean? What does he do?

**T:** Yesterday, we had a meeting with an important client. And I introduced Steve-*san*, and he didn't bow. He just stuck out his hand and said, “Hey, nice to meet you.” And I think the clients were a little embarrassed.

**Alan:** Which is not good.

**T:** No, that's not good. Mm.

*Komarimashta-ne.*

**Alan:** But he may improve.

**T:** Yes, yes. He may improve. I hope.

# INTERACTION LINK

## Office Rules

1. Have students work individually. Explain the instructions. *T: Read the different types of behavior in the left column, and make a check that matches your opinion. Allow no more than five minutes for students to mark their answers.*
2. Have students get into small groups (three to four students), and create a list of rules for their ideal office. *T: In your groups, write a list of rules for your ideal office.*
3. Ask groups to tell you the rules they agreed on. *T: Group 1, tell me one of the rules your group created.*

## Teaching Tip

Does every group have the same answers? Often, after group work, we ask each group to tell us what they discussed. It is often true that all the groups have many of the same answers. If the first group tells all of their answers, other groups will have little (or nothing) to add. But you can make things more equal. Ask each group to give just one answer. After all the groups finish, start over and go around again.

## Options

### Short Version (15–20 minutes):

Play this game as above. (Include options from the long version if students finish early.)

### Long Version (30–60 minutes):

1. Play the short version, but require that everyone agree on their rules. *T: Everyone in your group has to agree on each rule you create. If you don't all agree, discuss your opinions and see if you can agree upon a "compromise rule." If you still don't agree, move on to another rule.*
2. If there is still a lot of time remaining, ask each group to choose appropriate punishments for anyone who breaks the rules. *T: Decide on punishments for rules that should not be broken. For example, if you have a rule that it is OK to eat at your desk, this rule cannot really be broken, so you don't need to create a punishment. On the other hand, if your rule is that it's not OK to eat at your desk, you can decide on a punishment for someone who breaks the rule.*

## LEXICAL MAP

By the end of Unit 11, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### At work

schedule  
promotions  
receptionist  
supervisor  
assignments

### Describing Coworkers

(be) always –ing  
can't take it  
get away with  
The problem with ... is  
You get used to it.  
Which is good.

### Collocations

hard  
good  
social  
extra  
particular  
urgent  
voluntary  
... work

continue to  
return to  
try to  
come to  
make (something)  
find  
look for  
... work

# UNIT 12: Lifestyle

**Main Activities:** pages 60–62

**Interaction Link:** page 63

**Self Study:** page 91

**Warm Up:** CD 2, Track 35

**Listening Task:** CD 2, Tracks 36–40

**Real World Listening:** CD 2, Tracks 41–43

## Unit Overview

In this unit students listen to extracts about bad habits. Students have an opportunity to talk about their own habits, what bothers them, and how to stop a bad habit.

## Warm Up Focus

Students will be exposed to vocabulary related to bad habits. This vocabulary is useful for talking about: things people do to themselves, addictive habits, how a habit affects someone, things people do to stop bad habits.

## Listening Task Focus

What is each person's bad habit? What is the listener's attitude in each conversation? What comments are made?

## Concept Check

Bad habits: Which habits are just annoying, and which are dangerous?

## Real World Listening Focus

Students will: listen to a conversation in which a doctor and patient talk about the patient's bad habits, and another conversation between the same patient and a friend much later; offer opinions on what the patient should do; talk about changes they've made in their own life related to bad habits.

## Interaction Link

Kicking the Habit

## WARM UP

### Preview

1. Ask students about habits. *T: What are some bad habits people have? How did they quit? Or how might they quit?*
2. Introduce the unit and read the introduction. *T: Today's unit is called "You may need to change your routine." What do you think this unit is about?*

### Warm Up

1. Have students work individually. *T: Read each paragraph and check one of the two words or phrases for each pair.*
2. Allow the students a few minutes to finish. *T: Now listen to the sentences and check your answers.*
3. Play the audio (CD 2, track 35).
4. Elicit answers from students. *T: (name). Please read the (second) sentence.*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**to kick** (a habit) = to stop doing something

**eavesdropping** = listening in to someone else's conversation

**to gossip** = to talk about people without their knowledge

**to eavesdrop** = to listen to a conversation in secret

**to scold** = to let someone know that you don't agree with his or her behavior

**to be addicted to** = to be unable to stop a habit (Some addictions are physical, and some are mental or emotional)

**in public** = in front of other people

### Useful Expressions

Review the list of useful expressions.

**It really bothers me when ...** = I don't like that behavior.

**I wish people ...** = People should act in a certain manner.

**I can't stand it when ...** = said of behaviour you strongly dislike.

**It's rude to ...** = ... is offensive behavior.

**... drives me nuts.** = ... really bothers me.

### Pairwork

Have students work in pairs. *T: Discuss the questions. What bad habits bother you?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. It's definitely not going to be easy to **kick** my 10-year-old smoking habit!
2. When changing your diet, it's best to make **gradual** changes.
3. Ninety-five kilos! I guess I'm going to have to stop eating at McDonalds—no more **fast food**!
4. My coworker and I enjoy learning juicy **gossip** about the other employees.
5. I think my children need to **cut down** on the time they spend talking to their friends on the phone.
6. It's rude to talk when someone else is talking. But sometimes it's hard not to **interrupt**.
7. My best friend loves to listen in on other people's conversations. She can't stop **eavesdropping**!
8. I often **scold** my daughter for biting her fingernails.
9. I've heard of people being **addicted to** smoking or alcohol. Maybe I have the same problem with chocolate!
10. I can't stand it when people talk on their cell phones in **public**.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What is each person's bad habit?*

## First Listening

1. Explain the activity. *T: Listen and check the boxes to answer the question, "What is the listener's attitude?"*
2. Play the audio (CD 2, tracks 36–40).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you write for number (1)?*

### Answers

1. He wants his friend to stop listening to private conversations.
2. She's annoyed that her husband keeps talking while she is trying to tell a story.
3. He doesn't want Jill to be nervous.
4. They think he's being rude.

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**Where does he think he is?** = Doesn't he realize that he's in a public place?

**girl's night out** = a night for female friends to spend time together without their husbands or boyfriends

## Second Listening

1. Explain the activity. *T: Listen again. Complete the comments that are made about the bad habit at the end of the conversation.*
2. Play the audio (CD 2, tracks 36–40).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). What did you write for number (1)?*

### Answers

1. You've got to stop doing that.
2. I didn't even realize I was doing it.
3. I just hope you're not too nervous around me.
4. Do you think we should say something?

## SCRIPT

- A:** Hey, Dennis. Do you want to hear some really juicy gossip?

**B:** Uh oh. It's not about me, I hope.

**A:** Nope. It's about Mark and Sarah. They're breaking up!

**B:** How do you know that?

**A:** Well, I was walking by their apartment, and ...

**B:** Oh, no. You haven't been eavesdropping outside their door again, have you?

**A:** Just a little. I know I said I wouldn't, but this time was different. I was just walking innocently by their door when I accidentally overheard them arguing. I just had to stop and listen.

**B:** Come on, Carrie. You've got to stop doing that. How would you feel if I listened to your private conversations?
- A:** Hi, honey. How was your girl's night out?

**B:** Oh, It was fun. We went to the movies and saw this great movie called ...

**A:** You went to the movies? I read about the new Russell Crowe movie in the newspaper today. We should see it.

**B:** Anyway, after the movie, we all went out and had cheesecake for desse—

**B:** Oh, that reminds me. Let's pick up something for dessert tonight.

**A:** You know, it's really annoying when you do that!

**B:** Do what?

**A:** Interrupt. I feel like I can't ever finish my thought.

**B:** Oh, sorry. I didn't even realize I was doing it.
- A:** So, Jill, tell me about yourself. What do you like to do for fun?

**B:** Um. I really love outdoor sports, especially skiing.

**A:** Wow, me too! Hey, Jill, did you get a new haircut recently or something?

**B:** No. Why do you ask?

**A:** It's just that you've been playing with your hair the entire evening.

**B:** Oh, that! I always play with my hair when I get nervous, you know, twisting the ends around my fingers. I've been doing it since I was little kid. Does it bother you?

**A:** A little. I just hope you're not too nervous around me. I'm having a great time on our date.
- A:** This is a great restaurant. I'm so glad we came.

**B:** Yeah. The food is good, and it's quiet. For once, we can actually have a conversation.

**C:** Hello? Yeah, I'm at Cesar's Italian Restaurant. So, dude, what's going on? You're kidding! No, I didn't tell her that!

**B:** Can you believe that? Where does he think he is?

**A:** I know! I can't stand it when people talk loudly on their cell phones like that. I mean, this is a public place! He's just annoying everyone around him!

**B:** Well, do you think we should say something?

# REAL WORLD LISTENING

## Concept Check

Bad habits: Which habits are just annoying, and which are dangerous? Make sure your students are thinking about the main concepts underlying the conversations. You can stimulate their thinking with questions like these: *Do you know anyone who has no bad habits? What bad habits are just funny, or slightly annoying? What habits are more serious, or even dangerous, to one's health? How do you suggest quitting to a friend or family member who has an annoying or unhealthy habit?*

## Prepare

1. Introduce the activity. *T: Look at the pictures. Who are the two men? What do you think they'll talk about?*
2. Play the audio (CD 2, track 41) to present the directions.
3. Play the audio (CD 1, tracks 42–43).

## Answers

eating fast food, not exercising, working too hard

## Get the main ideas

1. Explain the directions.
2. Allow students some time to read and write their answers.
3. Play the audio (CD 2, tracks 42–43).

## Respond to the ideas

1. Put students into small groups. *T: Discuss each of the questions in your groups. Allow at least 10–15 minutes.*
2. Encourage students to discuss their own questions.

3. Elicit answers from a few groups about Question 1. *T: Group (1), which of the doctor's suggestions do you think is the most important for Mr. Garcia to do? Why?*
4. Elicit answers about Question 2. *T: Group (3), have you ever made an important life change by stopping a bad habit? How did you stop? (Note: Some people consider their own bad habits too personal. An alternative is to ask them to talk about someone they know instead.)*

## Answers

**Excuses:** diet: he's addicted to fast food, exercise: it's so boring, relaxation: work is too busy, and three teenagers keep him stressed out

**Changes:** diet: he stopped eating junk food, exercise: he's taking dance classes, relaxation: he took a vacation

## Extension

Expand the discussion of bad habits with one of the situations below. Ask students to comment on the situations.

**Situation 1:** The person you love is a workaholic and has very little time to spend with you.

**Situation 2:** You spend a year in a country where burping after eating is considered a compliment to the cook. When you return home, you still have this habit.

**Situation 3:** Your father gambles all the time and often loses a lot of money. But when he wins, he buys you great gifts.

**Situation 4:** A doctor prescribes a strong and potentially addictive medication to a patient who has depression.

## SCRIPT

### Part 1. Mr. Garcia talks to his doctor.

**Dr. Morrissey:** Well, Mr. Garcia, your test results are in. You've got high cholesterol and a bit of a weight problem. I think we need to discuss some serious lifestyle changes.

**Mr. Garcia:** All right, Doctor, I'm ready. Go ahead and scold me.

**Dr. Morrissey:** I'm not here to scold you, Mr. Garcia, just to encourage you.

**Mr. Garcia:** That's a relief!

**Dr. Morrissey:** But I would suggest making some gradual changes in your diet. For example, cutting down on the amount of fatty foods you eat.

**Mr. Garcia:** It's going to be tough to change my diet. I think I'm addicted to fast food!

**Dr. Morrissey:** Yes, well, unfortunately, you're going to have to. And it's more than just your diet you need to improve. I also want you to start exercising. Exercise is going to keep your heart healthy and help you lose some of those unwanted pounds.

**Mr. Garcia:** Oh, no! I just knew you were going to tell me that! I can't stand exercising. It's so boring!

**Dr. Morrissey:** I'm sure you can find some physical activity you enjoy. Now, about your stress level at work.

**Mr. Garcia:** You can't just take a break when you are the CEO of an international company, you know! And even when I do get a day off from work, I've got three teenagers at home to keep me stressed out.

**Dr. Morrissey:** Well, you're going to have to find some time somewhere in your schedule for relaxation. Your health depends on it.

**Mr. Garcia:** OK. I think I get the message. I'll do my best, but you know what they say, doctor: Old habits die hard.

### Part 2. Mr. Garcia runs into a friend.

**Sandra:** David, is that you? I hardly even recognized you!

**Mr. Garcia:** Yeah, it's the new and improved me!

**Sandra:** Wow! You must have lost some weight.

**Mr. Garcia:** Yeah, like fifty pounds.

**Sandra:** What have you been up to?

**Mr. Garcia:** Well, for starters, I kicked my junk food habit. No more fast food.

**Sandra:** You're kidding! I thought you were addicted to those Big Macs!

**Mr. Garcia:** I was, but not anymore.

It's salads for lunch now. I've also started taking a ballroom dance class with my wife. It's a fun way to keep my weight under control, and my wife and I get to spend more time together.

**Sandra:** That's fantastic! And how's Fiberglass International?

**Mr. Garcia:** Pretty good! I recently took a little break from work, and you know, the strangest thing happened! When I returned from my vacation, I found that I had a lot more energy at work. I think I'm going to go to Hawaii next month.

**Sandra:** Well, that's just wonderful. Keep up the good work!

# INTERACTION LINK

## Kicking the Habit

1. Have students work individually. Explain the instructions. *T: Read the ten bad habits. For each habit, write your idea for a good way to “kick” the habit, in the boxes under “My idea.”* Allow no more than five minutes for students to write their two sentences.
2. Put students in pairs and have them interview a partner. *T: Interview your partner about each of the bad habits and write down their ideas. Discuss any ideas for kicking a bad habit that you think are interesting, or where you have a difference of opinion.*
3. Survey the students and write their ideas on the board. *T: What ideas do you have for eating too much junk food? Does anyone have another idea?*
4. Ask the class to vote on the best ideas for each habit. *T: Let’s vote for the best way to kick each habit. For eating too much junk food, how many think the best idea is \_\_\_\_\_?*

## Options

**Short Version** (15–20 minutes):

Do Steps 1 and 2 of this activity as above. (Include options from the long version if students finish early.)

**Long Version** (30–60 minutes):

1. Include Steps 3 and 4.
2. Poll the class to see if anyone has a family member or friend who has one of the ten habits. Ask which idea for quitting sounds like it would work best? *T: Does anyone have a family member or friend who has one of these bad habits? (name) For this person, which of the ways to quit do you think would work best?*

## LEXICAL MAP

By the end of Unit 12, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Aspects of life

relaxation  
relief  
stress  
routine  
annoyance  
habit  
boredom  
nervousness  
interruptions

### Bad habits

smoking  
drinking  
overeating  
interrupting  
being rude

### Continuation Phrases

That reminds me ...  
I’m going to have to ...  
To be honest ...  
Well, for starters ...  
How do you know?  
I get the message.  
You’re kidding!

# UNIT 13: Travel

**Main Activities:** pages 64–66

**Interaction Link:** page 67

**Self Study:** page 92

**Warm Up:** CD 2, Track 44

**Listening Task:** CD 2, Tracks 45–48

**Real World Listening:** CD 2, Tracks 49–50

## Unit Overview

In this unit students listen to extracts about traveling. The students will have an opportunity to talk about their own travels, including good and bad experiences and how miscommunications can happen.

## Warm Up Focus

Students will review and expand their vocabulary related to telling stories about their travel experiences. This vocabulary is useful for talking about: things that could happen while traveling, going on tours and having unexpected things happen, feelings about experiences and realizations about what happened, how you reacted to problems.

## Listening Task Focus

What is each person doing? How do you think they feel? What is the point of each story? How did it all turn out?

## Concept Check

Cultural differences: How do you act in other countries?

## Real World Listening Focus

Students will: listen to a conversation in which Randy recounts a misunderstanding in Thailand; have an opportunity to discuss opinions of what caused the misunderstanding; talk about learning experiences from their own travels.

## Interaction Link

Bad Trip

## WARM UP

### Preview

1. Ask students to talk about their travels. *T: Where have you traveled within this country? Outside of this country? Where do you want to travel? Why?*
2. Put students into small groups. *T: In your groups, talk about things that happened to you, your family, or your friends while traveling.*
3. Introduce the unit. *T: Today's unit is called "Getting there is half the fun." Think about the things we have just talked about, and this title. What do you think this unit is about?*

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Read each paragraph and write one of the words or phrases on the blank lines.*
2. Play the audio (CD 2, track 44).
3. Elicit answers. *T: (name). Please read the (second) sentence.*

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**persistent** = never giving up

**booked** = full (no more seats or tickets left)

**trek** = a hiking trip that usually lasts several days

**stranded** = left behind, unable to return easily by oneself

**soaked** = completely wet

### Useful Expressions

Review the list of Useful Expressions.

**It turned out to be a great experience.** = said of an experience that might start out badly but ends well

**I took him up on the offer.** = I accepted his offer.

**It never showed up.** = It never arrived/came.

**It was a total disaster!** = Nothing when right.

**We ended up learning a lot.** = said of something unexpectedly interesting

### Pairwork

Have students work in pairs. *T: Discuss the questions with your partner. Have you or anyone you know had any interesting travel experiences?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

1. We decided to go on a three-day **trek** in the Australian Outback.
2. The tour guide required that we pay in **advance** for the tour.
3. Later, we found out that the guide had changed the location of the tour. We thought he was trying to **cheat** us.
4. He **refused** to take us to the places where we had planned to go on the tour. He said the conditions were too difficult, but we were sure we could handle it.
5. We were going to ask for our money back and just get another guide. But all the other tours were already **booked**.
6. So we kept arguing with the tour guide for half an hour. We were very **persistent**.
7. We **insisted** that he take us where we wanted. He finally agreed to do it.
8. The first day of the trip the tour guide took us into an area where it was raining heavily. We got completely **soaked**.
9. By the second day of the trip, we were exhausted and moving slowly. We were worried that the tour guide might leave us behind and that we would be **stranded** in the middle of the wilderness.
10. We didn't think we were going to make it **back** to the hotel, but we finally did.
11. We **realized** that we should have listened to the tour guide. It's too bad when you make a fool of yourself in a foreign country, but at least we learned a lesson!

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What is each person doing? How do you think they feel?*

## First Listening

1. Explain the activity. *T: Listen and make a check in the boxes to answer the questions, "What is the point of each travel story?"*
2. Play the audio (CD 2, tracks 45–48).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you write for number (1)?*

### Answers

1. When you travel, it's important to learn about the place you're going to.
2. In some cultures, people are very generous to strangers.
3. People in different cultures have different ideas about danger.

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**conditions** = the weather or other situations in a place

**cliff** = a hillside that has a steep drop to the bottom

**flat tire** = when an automobile or bicycle tire loses its air

## Second Listening

1. Explain the activity. *T: Listen again. This time, listen and answer the question, "How did it all turn out?"*
2. Play the audio (CD 2, tracks 45–48).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). What did you write for number (1)?*

### Answers

1. She left before she got to the top.
2. He stayed at the stranger's house.
3. The bus continued on to Kathmandu.

## SCRIPT

1. When I was in Guatemala, I decided to take a hiking trip up Volcano Tajumulco, the highest point in the country. I hired a tour guide, Edwin, who told me, "You're *loca*. You're the first female that I've ever taken by herself. I've taken lots of German, Spanish, and Italian men, but never a woman." So, *Loca*, "crazy" in Spanish, was my nickname the rest of the trip. The hike turned out to be a total disaster. First of all, I was totally unprepared for the conditions on the mountain. I didn't bring enough warm clothes or water, and I had to carry my bag because I hadn't thought to get one that had a waist strap. By the time we got close to the top of the mountain, I was exhausted ... and it was raining! My pants were soaked. I couldn't even feel my fingers! I never got to see the world from atop Tajumulco. All I wanted to do was get off that mountain!
2. Once when I was traveling in Russia, I got to the train station in Moscow only to find out my hotel was booked. I kept calling hotel after hotel to find a room. No luck. There was nothing available. There was a guy in line for the phone who heard what was going on. His name was Yuri, and he said I could stay with his family. It seemed kind of weird. I mean, this was a total stranger. Like, I would never do that at home. But I didn't have anywhere to go, and he kept insisting it was fine. He was like: "Of course, we have a lot of room. Big house, big family." Well, he was so persistent I just couldn't refuse. I took him up on the offer. And it was great. I stayed with Yuri and his family for a week, and it was so much fun. I really got to see how regular Russians live. It turned out to be the best experience I've ever had.
3. My friend and I were in Nepal, and we'd just finished an eight-day trek in the Langtang region. We caught the bus back toward Kathmandu, and we began to notice how full it was getting. Well, the bus stopped about twice every mile, and more people kept getting in, until it got so crowded that people had to climb on the roof. Pretty soon, there were probably thirty people on the roof. And then we got to the hairpin turns. It was like a half-mile drop, straight down, and the bus started leaning on every turn. A couple guys would get out and push on the bus to make sure it didn't roll over the cliff. Well, that was enough for me! We asked the driver to stop the bus and we got out and watched as they drove on ahead of us. The tires were almost flat with the weight of all those passengers. We walked for about a half an hour and then we saw the bus. It had a flat tire! I thought for sure we would read in the newspaper the next day about a bus that had gone over the cliff, but somehow they must have made it.

# REAL WORLD LISTENING

## Concept Check

Cultural differences: How do you act in other countries? Make sure students understand the main concepts of the conversation with questions like these: *Have you ever dealt with foreign visitors who had problems understanding how the system works? Have you ever had misunderstandings of language or culture in another country? What can you do to help others (or yourself) understand and accept different ways of doing things?*

## Prepare

1. Introduce the activity. *T: Look at the pictures. Who is this person? What do you think happened to him?*
2. Play the audio (CD 2, track 49) to explain the directions.
3. Play the audio (CD 2, track 50). *T: Listen and check.*

## Answers

The travel agent squirted ketchup all over Randy because he became angry and yelled at her.

## Get the Main Ideas

1. Explain the directions.
2. Allow students some time to read. *T: Listen and number the statements 1–10 in the order that they happened.*
3. Play the audio (CD 2, track 50).

## Respond to the Ideas

1. Put students into small groups. *T: Discuss each of the questions in your groups. Allow at least 10–15 minutes.*

2. Encourage students to discuss their own questions.
3. Elicit answers about Question 1. *T: Group 1, what do you think caused the misunderstanding?*
4. Elicit answers from a few groups about Question 2. *T: Group (3), have you had any travel experiences that you regretted? Or any that helped you to learn something?*

## Answers (Get the Main Ideas)

1. Tim and Randy go to the travel agency.
2. A van pulls up.
3. Tim and Randy don't get on the van.
4. Randy gets angry at the travel agent.
5. Randy demands a taxi ride.
6. The woman squirts ketchup on Randy.
7. The van pulls up again.
8. Tim and Randy get on the van.
9. They arrive at the bus terminal.
10. Randy regrets his behavior.

## Extension

As students to comment on one of the following situations to expand the discussion of cultural misunderstandings.

**Situation 1:** A phrasebook has a misprint that mixes up the translations of “How are you?” and “I love you.”

**Situation 2:** You arrive in a foreign airport and security tells you that your video camera is not allowed. There is no one to translate and you do not understand what to do.

**Situation 3:** A visitor to your country eats only with his hands (as he does in his home culture). He refuses to change.

## SCRIPT

**Sue:** Randy, what's going in this picture? It looks like you have blood all over your shirt.

**Randy:** No, that's not blood. It's ketchup.

**Sue:** Ketchup? What happened?

**Randy:** This happened when Tim and I were traveling around Asia. We were in Bangkok.

**Sue:** Yeah.

**Randy:** And we had reservations to catch an overnight bus to Chiang Mai.

**Sue:** Yeah.

**Randy:** And we were waiting at a kind of restaurant that was sort of a travel agency, and we went early, but the bus didn't come, and I was getting kind of worried.

**Sue:** Yeah, but what's that got to do with ketchup?

**Randy:** So, I was beginning to wonder if we'd been cheated, because we'd already paid for our tickets in advance.

**Sue:** Right.

**Randy:** Then, finally, a van pulled up, and we thought, no, this is not the bus, but then everyone else who was waiting

pushed right past us and jumped in, and, bam, just like that, the van drove away. And then this sweet little Thai woman, who was the travel agent who sold us the tickets, came up to us.

**Sue:** Yeah, and?

**Randy:** And she said, “Why you no get on?” And Tim was like, “That wasn't the bus, was it?” “Only one. Why you not get on?” And I didn't know she was talking about.

**Sue:** So what happened?

**Randy:** Well, the travel agent just shrugged and turned and went inside her shop. Neither of us could believe it. I started to get really angry, like we'd been cheated. Now it's dark. We're stranded in this little restaurant.

**Sue:** Oh, no.

**Randy:** I followed her inside. I started arguing. I told her, “We paid for the bus. You didn't tell us to look for a van. Now you have to get us a taxi to Chiang Mai. Now.” I started pointing at the clock. I think that was the last straw for the woman, because she started shouting. “You no go. You no go

Chiang Mai!” She grabbed a ketchup bottle off the table, you know one of those plastic squirt ketchup bottles, and she squirted ketchup at me!

**Sue:** No! She didn't!

**Randy:** Yeah! She did. And then she threw the bottle at me. And Tim snapped the picture. Just then the same van pulled up and the woman said, “Now you go.”

**Sue:** So you got on the van.

**Randy:** Yeah. We ended up at the bus terminal, where this big, air-conditioned tour bus was waiting to go to Chiang Mai. And all the people who had pushed ahead of us earlier were there, waiting to leave. I felt so stupid for getting angry at the woman and making such a fool of myself.

**Sue:** You must have felt terrible.

**Randy:** Yeah, I wish there was some way I could go back and apologize to her. I realized that I have to be more patient, especially when I'm in another country.

# INTERACTION LINK

## Bad Trip

1. Have students work individually. Explain the instructions. *T: Create a terrible trip. It doesn't have to be true—in fact, it's probably better if it's not true, so you can add lots of crazy, horrible events. Use the "sentence starters" to help you.* Allow 5–10 minutes for students to write their stories.
2. Have students make groups of 3–4 and share their stories. *T: Make groups of 3–4 people. In your groups, share your stories.* Allow 10–20 minutes for groups to tell their stories.
3. Ask each group to vote on the worst trip (that is, the best story). *T: Now, in your groups, decide which person had the most horrible trip.*
4. Ask the winner in each group to tell their story to the class. *T: Who had the best story in this group? (name). Could you please tell your story to the class?*

## Options

**Short Version** (15–20 minutes):

Do steps 1–2 as above. (Include additional steps if students finish early.)

**Long Version** (30–60 minutes):

1. Follow all four steps.
2. Ask students to tell about real trips they have taken, and to describe something interesting or unusual that they saw or did. *T: Back in your groups, tell about a real trip that you have taken. Did anything unusual or interesting happen?*

## LEXICAL MAP

By the end of Unit 13, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Trips

booked  
crowded  
exciting  
guided  
recent  
vehicles  
taxi  
van

### Describing a Trip

By the time we ...  
ended up –ing  
It turned out to be ...

### Describing a Location

dangerous  
untouched  
remote  
foreign  
historical

### Collocations

particular  
whole  
large  
main  
local  
wide  
surrounding  
central  
built-up  
southern  
... area

# UNIT 14: Finances

**Main Activities:** pages 68–70

**Interaction Link:** page 71

**Self Study:** page 93

**Warm Up:** CD 2, Track 51

**Listening Task:** CD 2, Tracks 52–56

**Real World Listening:** CD 2, Tracks 57–58

## Unit Overview

In this unit students listen to extracts about making money. The students will have an opportunity to talk about money, debts, investing, and becoming rich.

## Warm Up Focus

Students will be exposed to vocabulary related to investing money. This vocabulary is useful for talking about: types of investments you can make, good and bad things that can happen related to money, attitudes toward investing.

## Listening Task Focus

What is each person's investment idea? What are these people doing to try to get money? What does the other person think of the plan?

## Concept Check

Making money: Is it possible to get rich without hard work?

## Real World Listening Focus

Students will: listen to a TV infomercial; have an opportunity to discuss money and get-rich-quick schemes.

## Interaction Link

Infomercial

## WARM UP

### Preview

1. Put students into small groups and have them talk about having extra money. *T: If you had extra money, what would you do with it? Save? Go shopping? Travel? Invest? In your groups, talk about what you would do.*
2. Introduce the unit. *T: Today's unit is called "You can make some real money." What do you think this unit is about?*

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Then read each paragraph and write one of the words or phrases on the blank lines.*
2. Allow the students a few minutes to finish.
3. Play the audio (CD 2, track 51).
4. Elicit answers from students.

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**victim** = someone who is fooled or hurt (often by a criminal)

**a get-rich-quick scheme** = a plan to make a lot of money quickly, with minimal effort, usually in a suspicious way

**broker** = a person who acts as an agent for an investor

**risky** = dangerous

**gullible** = easily fooled

**real estate** = related to the purchase of land or buildings

**invest** = to use money for something that will you hope will bring you more money later

**stock market** = an investment market where shares of company stock are sold

### Useful Expressions

You may want to review the list of useful expressions before having the class pair up for the pairwork discussion.

**It's worth a try.** = It might be a good idea to try it.

**Let's put our money into ...** = Let's invest in ...

**Some people make a lot off ...** = ... said of a money-making method that's popular at the moment

**We could invest in ...** = used to talk about investments

**I hope I get that lucky.** = I'd like to make a lot of money.

### Pairwork

Have students work in pairs. *T: Discuss the questions with your partner. Think of a good way to make money. Suggest it to a partner.*

## SCRIPT/ANSWERS

(Answers in **bold**.)

Safe investing: Here are some guidelines for safe investing:

1. There are plenty of people out there offering to teach you ways of earning money.

Beware of **get-rich-quick** schemes.

These are programs that falsely promise big money with little effort.

Remember, if it sounds too good to be true, it probably is!

2. Research any money-making opportunity carefully before you hand over

your cash. Some companies make a lot of money off of people who are so **gullible** they will trust anyone.

3. Putting your money into any opportunity is **risky**, so make sure you don't invest more money than you can afford to lose.

4. Now, if you're ready to **invest**, check out these ways:

5. **Real Estate:** Buying and selling homes and other kinds of property can be a good money-maker for some people.

6. The **Stock Market:** Buying and

selling shares in a successful company could make you big bucks. Just be careful to hire a good broker, someone who has a lot of knowledge of the market.

7. Internet Business: Many people these days are **starting** their **own** business on the web. You may want to consider taking some classes to learn how to successfully **set up** your new business.

8. Remember, these opportunities are not for everyone. Select the one that's right for you, or **come up with** your own ideas to make money!

# LISTENING TASK

## Listening Task

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What is each person's investment idea?*

### First Listening

1. Explain the activity. *T: Listen and fill in the blanks to answer the question, "What is each person doing to try to make money?"*
2. Play the audio (CD 2, tracks 52–56).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. *T: (names). What did you write for number (1)?*

### Answers

1. using a computer to invest in the stock market
2. thinking of ideas for a new business
3. selling a comic book collection
4. inventing a new kind of hat

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.  
to cut down on = to reduce  
**cyber** = computer-based, done via computers

**garage sale** = a sale done by individual people or families, where they sell their used things to others

**to get their hands on** = to buy, or get

**Here we go again.** = Oh, no! Not again!

### Second Listening

1. Explain the activity. *T: Listen again and answer the question, "What does the other person think of the plan?"*
2. Play the audio (CD 2, tracks 52–56).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). What did you write for number (1)?*

### Answers

1. The plan might fail and she could lose a lot of money.
2. It's not a good idea because somebody else already thought of it.
3. He might get lucky like other people who have sold old collector's items.
4. Nobody will use the product.

## SCRIPT

- A:** Oh, are you investing in the stock market?

**B:** Yeah, nowadays, it's so easy to buy and sell stocks on the Internet.

**A:** Oh, yeah? I've never tried it.

**B:** Well, all you need is a little money to get started. You don't need a broker or anything. One click and you can buy or sell any stock you want.

**A:** Yeah, one click and you can lose a lot of money! It just sounds too risky to me.

**B:** A little risky, I guess. But it's so exciting!
- A:** We've got a lot of bills to pay this month. We'd better cut down on our spending.

**B:** I wish there was some way we could make some money. Maybe we could invest in some big company, or come up with our own idea for a new company!

**A:** Oh yeah, like what?

**B:** How about starting some kind of Internet site where regular people from all over the world could sell stuff they no longer wanted?

**A:** Kind of like a cyber garage sale?

**B:** Exactly!

**A:** That's a great idea, Peter. Unfortunately, it's already been done. Haven't you heard of eBay?

**B:** Oh, yeah.
- A:** What are you doing?

**B:** I'm going through all my comic books. I'm gonna try to sell them.

**A:** Do you think you'll get much money for them?
- B:** I'm not sure, but it's worth a try. I bought these comics when I was a kid for less than a dollar each. Some of them might be worth a lot now.

**A:** You know, I remember reading about a guy who had this popular toy from the 1970s. I think it was some kind of Star Wars action figure. It was in mint condition, never touched, still in the box and every thing. Anyway, he got, like, a couple thousand dollars for it.

**B:** Wow. I hope I get that lucky.

**A:** You never know. Maybe someone out there is just waiting to get their hands on your old comics.
- A:** I have a great idea!

**B:** Oh no, here we go again! This isn't another one of your get-rich-quick schemes, is it?

**A:** Just hear me out. I think this one could really work!

**B:** All right, what is it?

**A:** OK. Picture this: You're at a football or a baseball game and it starts to rain ...

**B:** Yeah?

**A:** You don't have an umbrella, so you get totally wet, right? And it's really annoying.

**B:** Yeah, so?

**A:** Well, what if we invented a hat that has, like, an umbrella built into it?

**B:** Are you crazy? Who's gonna want to walk around with an umbrella attached to their head?

**A:** OK. OK. I got another one.

# REAL WORLD LISTENING

## Concept Check

Making money: Is it possible to get rich without hard work? Get your students to think about the key concepts with questions like these: *Do you agree or disagree with the statement: “Everyone wants to get rich quick without working for their money”? How do most people feel about someone who has a lucky break and gets rich quick? Which do you think will happen to you: You will work hard to earn your money, or you will get a big break and become rich?*

## Prepare

1. Introduce the activity. *T: Look at the pictures. What do you think the two people by the computer are excited about? What will the man on the right talk about?*
2. Play the audio (CD 2, track 57) to explain the directions.
3. Play the audio (CD 2, track 58). *T: Listen and check.*

## Answers

What will the infomercial be about?  
real estate investments  
What kind of person is Steven Crowe?  
dishonest (Some may say “intelligent.”)

## Culture Note

Infomercials are commercials that appear to be informational programs that are common in United States. Most infomercials try to get you to buy products that make big promises. Some promise to help you lose weight quickly and effortlessly. Others promise happiness and success. And others promise you’ll get rich quickly and easily. Many people think these products are too good to be true, but they still want to believe them. Do you have infomercials in your country? If so, what do you think of them?

## Get the Main Ideas

1. Explain the directions.
2. Allow students some time to read and write their answers.
3. Play the audio (CD 2, track 58).

## Answers

a plan for investing in real estate, comments from people who have made a lot of money, promises that you will get rich (Some students might mention a phone number you can call to buy the videos.)

## Teaching Tip

Real TV and radio commercials often feature rapid speech. At first, these commercials seem impossible to understand. One reason may be that students are trying to understand every word. To help students focus their listening, try this—ask students to pay attention to the strongest stressed words. Explain that these are often the important content words. This should help students to concentrate on important facts and ignore less important information.

## Respond to the Ideas

1. Put students into small groups. *T: Discuss each of the questions in your groups. Allow at least 10–15 minutes.*
2. Encourage students to raise and discuss their own questions in response to the infomercial.
3. Elicit answers from a few groups about Question 1. *T: Group (1), what do you think of Steven Crowe’s ideas for investing in real estate? Would it be easy to make money?*
4. Elicit answers about Question 2. *T: Do you think it’s possible to get rich quick? What are the best ways to make money?*

## Extension

Ask students to give their opinions of the situations below:

**Situation 1:** You work 60-hour weeks for fifteen years and are able to retire at the age of 38.

**Situation 2:** A video can teach you to play poker and win every time, but the method is illegal.

**Situation 3:** You inherit \$400,000 at the age of 19.

**Situation 4:** Two people have the same job. The one who gets promoted talks all day but has good personal skills. The other does more work but doesn’t get along well with others.

## SCRIPT

**Ed:** Are you worried about having enough money? Are you worried about paying your bills? Well, worry no more!

**Customer 1:** I used to watch every penny. But now I’m worth four million dollars, and it’s all thanks to Steven Crowe!

**Customer 2:** I used to get headaches from worrying about money. I had a lot of credit card debt, and my mortgage payments were killing me. Then I got Steven Crowe’s videos and learned how to make real money.

**Ed:** “Real Money.” That’s the name of this three-video set by Steven Crowe. Let Steven show you how to become

financially independent buying and selling real estate.

**Steven:** Hi! I’m Steven Crowe. I used to worry about money, too. I felt like a victim of the system. But then I found a way to make the system work, for me.

**Ed:** What’s the trick, Steven?

**Steven:** There’s no trick, Ed. It’s simple, once you understand how real estate really works. All you need to know is how to buy low and sell high. And that’s exactly what my videos teach you to do.

**Ed:** And you can get really rich?

**Steven:** Just ask some people who have “Real Money.”

**Customer 1:** After I got the “Real

Money” videos, I bought my first house, following Steven’s simple rules. Six months later I sold it and bought two more houses. A year after that, I had enough money to quit my job.

Now I have more money than I’ll ever need, and it’s such a great feeling.

**Steven:** I want you to have that feeling, too. And you can.

**Ed:** Call now to order “Real Money.” 1-800-289-7325. That’s 1-800-BUY-REAL. Only three payments of \$19.95 each, plus shipping and handling. All major credit cards welcome. Get it today for a worry-free tomorrow! Results may vary.

# INTERACTION LINK

## Infomercial

1. Have students work in groups of 3 or 4. Explain the instructions. *T: Brainstorm ideas for a one-minute infomercial to promote an investment idea. If you can't think of any ideas on your own, use one of the ideas in the box. Write your infomercial following the rules about the four parts. You can have 15 seconds to introduce the idea, 15 seconds to introduce the company's founder, 15 seconds for testimonials (that is, for comments) from satisfied customers, and 15 seconds to tell viewers how to sign up and how much it costs. Allow no more than 10–15 minutes for students to brainstorm and write their infomercial scripts.*
2. Have groups present their infomercials to the class. *T: Now each group is going to present their infomercial. Who wants to go first?*
3. After all the groups have presented, have the class vote on their favorite infomercial, or the one product they would be most likely to buy. *T: How many of you would buy Group (1)'s product, (name of product)? and so on for other groups' products.*
4. Have students discuss (in small groups, or as a whole class) what kinds of language and ideas make an infomercial convincing. *T: In your groups, talk about the kinds of language and ideas that make an infomercial believable and make people want to buy the product.*

## Options

### Short Version (15–20 minutes):

Play this game as above, but limit the planning and writing time to 10–12 minutes. Depending on the size of the class, it may be necessary to skip Step 3, or assign it as a simple homework task. (*T: As homework, write about which product you would be most likely to buy, and why their infomercial was convincing.*)

### Long Version (30–60 minutes):

As above.

**Optional:** If your school has video cameras, and time allows, have each group videotape their infomercial as a homework assignment, and then show the videos in class. Have students vote on the best, most convincing infomercial.

### Teaching Tip

Start an English video library! Whenever time allows, have your students use a video camera. Let your students videotape their creative work. Put the best student videos (or all of their videos) onto one videotape. Then start, and add to, your English video library. Allow students to check out videos and take them home. They won't even realize that they are studying!

## LEXICAL MAP

By the end of Unit 14, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Finance Nouns

cash  
debt  
penny  
property  
guarantee  
stocks  
shares  
bonds  
commerce  
mortgage  
real estate  
stock market

### Finance Verbs

trust  
vary  
invest  
increase  
rise  
drop  
worry  
profit  
risk  
lose

### Collocations

spend  
earn  
raise  
borrow  
cost  
collect  
owe  
... money

# UNIT 15: Changes

**Main Activities:** pages 72–74

**Interaction Link:** page 75

**Self Study:** page 94

**Warm Up:** CD 2, Track 59

**Listening Task:** CD 2, Tracks 60–64

**Real World Listening:** CD 2, Tracks 65–66

## Unit Overview

In this unit students listen to extracts about the loss of someone through divorce, moving away, or death. Students learn how to express feelings of loss and sympathy. It is important to deal with this unit delicately and sensitively. Since students may someday have to use English to talk about the loss of a loved one or to comfort someone who has lost someone, it is important to help prepare them with appropriate phrases. However, students should not be asked to talk about a loss if they don't want to.

## Warm Up Focus

Students will review and expand their vocabulary related to different kinds of loss. This vocabulary is useful for talking about: different kinds of loss, how to deal with one's own loss, showing sympathy to others, or ways of helping them.

## Listening Task Focus

What has happened in each person's life? What loss has each person experienced? How does the other person respond?

## Concept Check

Dealing with the loss of a loved one: How do we move on with our lives?

## Real World Listening Focus

Students will: listen to a TV interview in which Clayton Hayes discusses the death of his wife; have the opportunity to discuss suggestions that might help Clayton; talk about ways to help someone deal with the loss of a loved one.

## Interaction Link

Who Would You Bring Back?

## WARM UP

### Preview

1. Put students into small groups and ask them to discuss their experiences and opinions. *T: Have you ever had to comfort a friend who was feeling a sense of loss? What did you say to comfort them and to show your sympathy?*
2. Introduce the unit. *T: Today's unit is called "She's still in our hearts." What do you think the unit is about?*

### Teaching Tip

Many students may want to avoid serious, sad, or personal topics, and they may dislike answering personal questions. One way to make the topic less personal is to have students role-play fictional situations involving a loss. Through acting, they can learn the useful words and phrases without having to expose themselves in uncomfortable ways.

### Warm Up

1. Have students work individually. *T: Look at the word box in your books. Read each paragraph and write one of the words or phrases on the blank lines.*

2. Allow the students a few minutes to finish.
3. Play the audio (CD 2, track 59).

### Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**go through** = endure

### Useful Expressions

Review the list of Useful Expressions.

**Sometimes it's for the best.** = a painful decision or event can have a positive outcome

**It takes time.** = Recovery is long process.

**Give it some time.** = Be patient, and things will change.

**You can't do it on your own.** = You need help from others.

**You have to hang in there.** = Keep trying.

### Pairwork

Have students work in pairs. *T: Discuss the questions with your partner. Which of these ideas do you agree with? Which do you disagree with?*

## SCRIPT/ANSWERS

(Answers in **bold**.)

Dealing with Loss

1. We all recognize the most serious kinds of loss: A husband who loses his **spouse** may experience a deep sense of grief. A person living abroad may deal with **homesickness**. But seemingly less serious types of loss, such as changing jobs, can also create some of the same strong feelings. The good news is that **going through** any type of loss helps us to learn and grow.

So how can you deal with loss and

what can you do for your loved ones when they are **struggling** with grief?

Here are some tips:

2. Dealing with your own loss:

You cannot **manage** successfully on your own. You need family and friends. Remember, your friends can't **read your mind**. You must talk to them. You don't need to put on a smile or keep up a **cheerful** face. Grief is not a sign of weakness. It is the result of a strong relationship and deserves the honor of strong emotion.

**Focusing** on your loss will not help you hold on to memories. When a person moves on and makes a new life, positive memories return more clearly.

3. Helping friends and family:

Be patient. **Eventually** your friend will recover. But healing takes time.

Be prepared for setbacks. Even when things start to **look up** and life seems happier, depression can still return. Let your friend know you will always be there.

# LISTENING TASK

## Preparation Question

Introduce the activity. *T: Look at the pictures in the Listening Task activity. What has happened in each person's life?*

## First Listening

1. Explain the activity. *T: Listen and make a check in the boxes to answer the question, "What loss has each person experienced?"*
2. Play the audio (CD 2, tracks 60–64).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers. *T: What did you write for number (1)?*

### Answers

1. His dog died.
2. Her parents divorced.
3. He broke up with his girlfriend.
4. She's living away from her family in a new country.

## Check Vocabulary Knowledge

Ask students if they understand the vocabulary.

**to take in a movie** = go to see a movie

**to cheat on somebody** = to have an affair

## Second Listening

1. Explain the activity. *T: Listen again and check the boxes to answer the question, "How does the other person respond?" There may be more than one correct answer.*
2. Play the audio (CD 2, tracks 60–64).
3. Put students into pairs and have them compare their answers. *T: Work with a partner and check your answers.*
4. Elicit answers from pairs. Different pairs will find different details. If you have several pairs share their answers, it will help all the students to get a fuller understanding of what the speakers said. *T: (names). What did you write for number one?*

### Answers

1. She listens to his memories./She agrees that Champ was a wonderful pet.
2. She talks about her own experience./She encourages Theresa to express her feelings./She agrees that divorce is a difficult loss.
3. He tells Joe he'll find another girlfriend soon.
4. She helps Sung-Hee find a friend from her native culture.

## SCRIPT

1. **A:** Hi, Diego. What's wrong? You look so sad.  
**B:** Yeah, I feel terrible. My dog died last night.  
**A:** Oh, no. You mean Champ?  
**B:** Yeah. He would have been ten in March.  
**A:** I'm so sorry. I know how much that dog meant to you.  
**B:** I'm really going to miss him. We went everywhere together.  
**A:** I know.  
**B:** He used to go get my running shoes and drop them at my feet whenever I even thought about going for a run. It was like he could read my mind or something.  
**A:** Yeah, he was a great dog, really special.
2. **A:** Hi, Theresa. I heard about your Mom and Dad.  
**B:** Yeah. I guess everybody knows by now.  
**A:** You know, I struggled with my own parents' divorce when I was a teenager. It was really hard. I understand what you're going through.  
**B:** Really? You know, sometimes it feels like everyone puts the focus on my mom and dad. "Oh, how are you dealing with it? It must be so hard to get divorced." But no one ever asks me how I'm feeling.  
**A:** So, how do you feel? C'mon, let it out.  
**B:** Kind of lonely, actually. Like I've lost the two most important people in my life, but they're still here.  
**A:** Well, you have lost something. Your family is never going to be the same. But give it some time. I know it's hard now, but things will start to look up eventually.
3. **A:** Joe! Are you free Friday night?  
**B:** Yeah, I think so.
- A:** I was thinking you and Gwen might want to do a double date with me and Jennifer, maybe take in a movie.  
**B:** Oh. Didn't you hear? Gwen and I broke up, last week, actually.  
**A:** Oh, wow! I can't believe it. What happened? Did she cheat on you or something?  
**B:** No, no. It was nothing like that. We just have different plans for the future, that's all.  
**A:** Well, how are you hanging in there, buddy?  
**B:** Uh, I have my good days and my bad days. I mean, Gwen wasn't just my girlfriend. She was my best friend.  
**A:** Well, maybe it was for the best. Keep your chin up, Joe. You'll meet someone else.
4. **A:** Sung-Hee, you seem quiet. What's wrong?  
**B:** I don't know. I guess I'm feeling a little depressed these days.  
**A:** Are you homesick again?  
**B:** Yeah. I mean I love it here and everything, but I miss my family, especially my mom. Sometimes I feel like I'm never going to see her again.  
**A:** But you're going back home eventually, right?  
**B:** Yeah, but not for a while.  
**A:** That must be hard.  
**B:** It is. You know, one thing I really miss is my mom's cooking. For New Year's she always prepares all these wonderful dishes.  
**A:** You know, I have a very friendly Korean neighbor who loves to cook. Why don't I give you her phone number?

# REAL WORLD LISTENING

## Concept Check

Dealing with the loss of a loved one: How do we move on with our lives? Check that students understand the main concepts of the conversation. Here are some questions you can ask: *How do people in your culture deal with the death of someone they loved? Do they talk about it openly, or keep their feelings to themselves? How do friends or other family members help each other in times like this? What kinds of things could you say or do to help a close friend or family member who was suffering?*

## Prepare

1. Introduce the activity. *T: Look at the pictures. Who are these two people? What do you think has happened? What do you think the man will say?*
2. Play the audio (CD 2, track 65) to explain the directions.
3. Play the audio (CD 2, track 66). *T: Listen and check your predictions.*
4. Check prediction results. *T: What did Clayton talk about?*

## Answers

how long they were together, how she died, good memories (**Note:** some students will point out that he says that he had a lot of good memories, but doesn't actually say what they were.), how he feels now

## Get the Main Ideas

1. Explain the directions. *T: Read all the sentences before listening.*
2. Allow students some time to read and write their answers. *T: Now listen for the answers to the question, "How does Clayton feel about his late wife?" and make a check in each box you think is correct.*
3. Play the audio (CD 2, track 66).
4. Elicit answers. *T: How does Clayton feel?*

## Answers

He's sad that she's gone but also appreciates his memories of her.  
He misses her but is glad that her pain is over.

## Respond to the Ideas

1. Put students into small groups. *T: Discuss each of the questions in your groups. Allow at least 10–15 minutes.*
2. Encourage students to discuss their own questions.
3. Elicit answers from a few groups about Question 1. *T: Group (1), what advice would you give to Clayton?*
4. Elicit answers from a few groups about Question 2. *T: Group (3), what can you say or do to help someone who has lost a close friend or family member? What is most helpful?*

## Extension

If you wish to expand the discussion of loss further, introduce one of the following situations. Ask students to comment on the situations or offer their own experiences.

**Situation 1:** A husband remarries less than one year after the death of his wife.

**Situation 2:** Your 3-year-old dog gets hit and killed by a speeding car.

**Situation 3:** Your mother insists that everyone talk about the death of her mother, even though it makes everyone cry.

**Situation 4:** You feel relief to find out that your 92-year-old grandfather died in his sleep.

## SCRIPT

**Whitney:** Welcome to "Life's Concerns." I'm your host, Whitney Opal. Today our program is about dealing with loss. One of the hardest things in life is losing a spouse after so many years together. Mr. Clayton Hayes is here today to share his story. Thank you for joining us, Mr. Hayes.

**Clayton:** Call me Clayton, please.

**Whitney:** OK, Clayton. I'd like to ask you a few questions about how you're managing. Is that OK?

**Clayton:** Yes, that's fine. I can talk about it.

**Whitney:** All right, well, your wife passed away two years ago. Is that correct?

**Clayton:** Yep. Maggie was seventy-nine, just about to turn eighty when she passed away. I never really expected her to go. She was still too young.

**Whitney:** I'm sorry. Do you mind telling us how she died?

**Clayton:** Cancer. She had it for about a year, but it seemed longer than that to me. And she was in so much pain at the end. Oh.

**Whitney:** I'm really sorry. That must have been very difficult for you.

**Clayton:** Yeah. At the end, there, you could tell she just wanted it to be over. She tried to keep up a cheerful face for me, but you can't hide things from someone you've been married to for fifty-six years, you know.

**Whitney:** I'm sure that's true. You get to know someone pretty well in fifty-six years, don't you?

**Clayton:** Oh, you bet you do. You share so many years of your life with someone, and when they're gone, oh, there's a big hole that no one can fill up. You just feel lonely. Very, very lonely.

**Whitney:** I imagine you have some wonderful memories, as well.

**Clayton:** Oh, yeah. We had a lot of good times, Maggie and me. Oh, boy, the stories I could tell!

**Whitney:** Well, Clayton, you sure do have a lot of memories from your time with Maggie to celebrate!

**Clayton:** Yeah, I sure do.

**Whitney:** I think it's important to remember that when we lose someone close to us, we don't lose those memories. The person is still with us in that way.

# INTERACTION LINK

## Who would you bring back?

1. Have students work in groups of three to four. Explain the instructions. *T: Brainstorm five or six people from history that you would like to bring back. Who would you choose? It probably should be someone that everyone in your group knows, someone famous or important in history. Allow no more than five minutes.*
2. Have groups choose their three most important people to bring back. *T: Now discuss and decide the three most important people, from the five or six that you brainstormed. Your group has to agree on who those three would be.*
3. Have groups choose their most important person to bring back. *T: Now, from those three, discuss and decide the one most important person to bring back. Again, your group has to agree on who this person would be.*
4. Share the results with the whole class. *T: Group (1), who did you choose as your top 3, and as your most important person? And why did you choose that person as your most important?*

## Options

**Short Version** (15–20 minutes):

Do this ranking activity as above. Stop at the Top 3 if you run out of time.

**Long Version** (30–60 minutes):

1. Do the full activity. If there is still time remaining, choose any of the optional items at the bottom of the page.
2. Add a reflection component. Ask each group to think about the words and phrases they used in their discussion. What kinds of words did they use to stress the strengths of one person? What kinds of words did they use to argue against another person? What kinds of words or phrases did they use to try to bring the group to agreement? Were there any times that they couldn't say something in English and had to speak their first language? What were those words or phrases? How might they say those things in English?

## Teaching Tip

Reflection. When developing skill in a second language, sometimes change the focus. Some of the time let students study and analyze English. At other times let them try to use English. Asking them to reflect on their language use can be helpful. It shifts the focus from being a “language user” to being a “language learner.” When they reflect, they think about where they succeeded and where they didn't. It helps them realize what they need to learn to use English effectively.

## LEXICAL MAP

By the end of Unit 15, students should be familiar with the following words and expressions. This vocabulary is among the most common in colloquial conversation.

### Emotions

loss  
loneliness  
grief  
weakness  
depression

### Dealing with Change

appreciate  
recover  
heal  
celebrate  
go through  
honor  
deserve  
hide  
struggle  
ease

### Expressions of Sympathy

I'm so sorry.  
I can't believe it.  
Nothing like that.  
The good news is ...

### Collocations

structural  
nice  
big  
major  
social  
... change

# REVIEW UNIT 3: (Units 11–15)

**Part 1:** pages 76–77  
**Part 2:** pages 78–79

**Part 1 Audio:** CD 2, track 67  
**Part 2 Audio:** CD 2, tracks 68–77

## Unit Overview

In this unit students review vocabulary from Units 11–15 and listen again to sample extracts from the Listening Task and Real World Listening sections.

### Part 1 Focus

Students will review selected vocabulary, in short contextualized sentences, from the previous units. They will listen to sentences and write the missing vocabulary.

## Part 2 Focus

Students will listen to selected extracts again and answer multiple-choice questions about each extract.

### Topics

**Unit 11.** Work

**Unit 12.** Lifestyle

**Unit 13.** Travel

**Unit 14.** Finances

**Unit 15.** Changes

## REVIEW

### Before the Review

Before students listen to the Review Unit, take some time to review Units 11–15. This can be done in the following ways:

1. Have students work in pairs. Ask them to read aloud each Warm Up section, and then look over the other sections.
2. Work together as a whole class to review one unit at a time. Go over the completed Warm Up activity and the Useful Expressions for each unit. This will help students to recall the language they learned in the Listening Task and the Real World Listening sections as well.
3. Play the Real World Listening extracts again as students listen and review their answers in the Student Book.

### Part 1

1. Have students turn to page 76 in the Student Book and work individually. Explain the task. *T: Listen to the speakers and fill in the missing words.*
2. Play the audio (CD 2, track 67).
3. Review the answers with the students, and discuss any questions they may have. *T: (name). What did you get for sentence (1)?*

### Part 2

1. Have students turn to page 78 of the Student Book and work individually. Explain the task. *T: Listen to the conversations and choose the correct answer.*
2. Play the audio. (CD 2, tracks 68–77).
3. Review the answers with the students, and discuss any questions they may have. *T: (name). What did you get for number (1)?*

### Teaching Tip

The Review Unit lets students consolidate their understanding of the material they have studied thus far and allows you to decide how to modify your class presentation to best meet the needs of a particular class. Because this is the last review unit in the book, students might be ready to do a more thorough review than in previous units. After presenting both parts of the Review Unit, allow time for students to ask questions about any of the units.

### Presentation Follow-up

1. Circulate and evaluate how well the class as a whole did on the review. Note any questions that were a problem for many students.
2. Replay the tracks for items many students had difficulty with. Provide additional help as needed. Answer any questions students have about the Review Unit. *T: Do you have any more questions?*
4. Remind the whole class to use the Self-Study section at home to review each unit after you complete it in class. In addition, suggest that they go back and review the Self-Study pages from earlier units in the book.
5. Ask students to think about their progress. *T: Now we are finished with the book. Do you feel like your English is stronger? What will you do next to keep making progress?*
6. Review test-taking techniques. Elicit answers from the students. *T: Who can tell me what is important to remember to do when you take a test?*

# REVIEW UNIT 3: (Units 11–15)

## SCRIPT

### Part 1

1. You should have seen the startled look on the account-manager's face when he saw my pink shirt with the purple necktie.
2. Today was so busy that I never left my cubicle all afternoon!
3. Don't get so uptight about a little mistake. Everyone makes mistakes at some time in their career.
4. I'm gradually reducing the amount of time I spend on video games.
5. I wonder if I'm addicted to chocolate. Do you think that's possible?
6. My dentist said I really have to cut down on the amount of soda I drink.
7. I slipped and fell in the pool, and my new suit was completely soaked.
8. The shopkeeper said she didn't want to lose money, but I was persistent about the price I was willing to pay.
9. Because we missed the overnight bus by five minutes, we were stranded in the countryside for two more days!
10. If I were you, I wouldn't invest my money in that company. It sounds like a get-rich-quick scheme to me.
11. This is our chance to make big bucks in a hurry!
12. If you look or act gullible, I promise you that someone will cheat you out of your money.
13. Having a busy job can help you when you're going through a difficult time.
14. When her parents separated, she didn't think things would ever look up.
15. When you struggle with the pain of losing a loved one, you realize how precious every day is.

### Answers

1. startled
2. cubicle
3. uptight
4. gradually
5. addicted
6. cut down on
7. soaked
8. persistent
9. stranded
10. get-rich-quick scheme
11. make big bucks
12. gullible
13. going through
14. look up
15. struggle

# REVIEW UNIT 3: (Units 11–15)

## SCRIPT

### Part 2

1. My supervisor is a lady named Nancy. The problem with Nancy is she's always forcing food on her employees. Candy, cupcakes, donuts, you name it. If it's sweet and fattening, Nancy will make you eat it. I gained four pounds just in the last two weeks! And if you refuse any of her food, she says, "Don't you like my cooking?"
2. Well, there's a girl I work with. She's the receptionist. Her name is Elizabeth, and she always comes to the office looking like a slob. I work at an insurance agency, and you have to dress pretty nice. It's got to be business attire. But Elizabeth doesn't really get it. She comes to work in jeans and a T-shirt while all the other women are wearing pant suits or dresses.
3. **A:** Hey, Dennis. Do you want to hear some really juicy gossip?  
**B:** Uh oh. It's not about me, I hope.  
**A:** Nope. It's about Mark and Sarah. They're breaking up!  
**B:** How do you know that?  
**A:** Well, I was walking by their apartment, and ...  
**B:** Oh, no. You haven't been eavesdropping outside their door again, have you?
4. **A:** This is a great restaurant. I'm so glad we came.  
**B:** Yeah. The food is good, and it's quiet. For once, we can actually have a conversation.  
**C:** Hello? Yeah, I'm at Cesar's Italian Restaurant. So, dude, what's going on? You're kidding! No, I didn't tell her that!  
**B:** Can you believe that? Where does he think he is?  
**A:** I know! I can't stand it when people talk loudly on their cell phones like that.
5. When I was in Guatemala, I decided to take a hiking trip up Volcano Tajumulco, the highest point in the country. I hired a tour guide, Edwin, who told me, "You're *loca*. You're the first female that I've ever taken by herself. I've taken lots of German, Spanish, and Italian men, but never a woman." So, *Loca*, "crazy" in Spanish, was my nickname the rest of the trip. The hike turned out to be a total disaster.

# REVIEW UNIT 3: (Units 11–15)

## SCRIPT

### Part 2 (continued)

6. Once when I was traveling in Russia, I got to the train station in Moscow only to find out my hotel was booked. I kept calling hotel after hotel to find a room. No luck. There was nothing available. There was a guy in line for the phone who heard what was going on. His name was Yuri, and he said I could stay with his family. Well, he was so persistent I just couldn't refuse. I took him up on the offer. And it was great. I stayed with Yuri and his family for a week, and it was so much fun. I really got to see how regular Russians live. It turned out to be the best experience I've ever had.
7. **A:** Oh, are you investing in the stock market?  
**B:** Yeah, nowadays, it's so easy to buy and sell stocks on the Internet.  
**A:** Oh, yeah? I've never tried it.  
**B:** Well, all you need is a little money to get started. You don't need a broker or anything. One click and you can buy or sell any stock you want.  
**A:** Yeah, one click and you can lose a lot of money! It just sounds too risky to me.  
**B:** A little risky, I guess. But it's so exciting!
8. **A:** What are you doing?  
**B:** I'm going through all my comic books. I'm gonna try to sell them.  
**A:** Do you think you'll get much money for them?  
**B:** I'm not sure, but it's worth a try. I bought these comics when I was a kid for less than a dollar each. Some of them might be worth a lot now.
9. **A:** Hi, Diego. What's wrong? You look so sad.  
**B:** Yeah, I feel terrible. My dog died last night.  
**A:** Oh, no. You mean Champ?  
**B:** Yeah. He would have been ten in March.  
**A:** I'm so sorry. I know how much that dog meant to you.  
**B:** I'm really going to miss him. We went everywhere together.
10. **A:** Sung-Hee, you seem quiet. What's wrong?  
**B:** I don't know. I guess I'm feeling a little depressed these days.  
**A:** Are you homesick again?  
**B:** Yeah. You know, one thing I really miss is my mom's cooking. For New Year's she always prepares all these wonderful dishes.  
**A:** You know, I have a very friendly Korean neighbor who loves to cook. Why don't I give you her phone number?

### Answers

- c. The supervisor
- c. She dresses too casually.
- b. She was eavesdropping.
- a. He's using his cell phone in a restaurant.
- d. Because she was the first woman to hike on the mountain. (The guide thought she was crazy.)
- a. Because he couldn't find a hotel room.
- c. It sounds too risky.
- b. He bought them when he was a kid.
- d. Champ
- c. Her mother's cooking